

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, JUNE 4, 1883

No. 6.

## Webster's Unabridged Dictionary.

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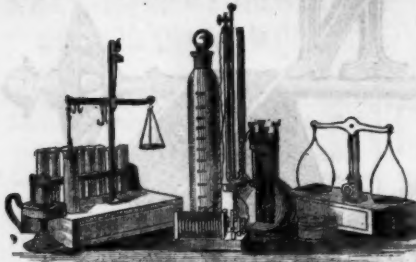
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to our teachers, in the right public sentiment it creates.

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To teachers, 1882, \$2,226,609.58; in 1880, \$2,218,637.36; increase, \$8,972.22.

Per year to each teacher, 1882, \$209.91; in 1880, 190.29; increase, \$19.62.

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Let our share of this increase of \$19.62 stand on the original proposition of four-fold, and we shall be satisfied.

We shall try, not only to overcome this native defect of too much modesty—it is not good for an editor to have too much of it—but we shall try and do much more for the teachers and the people too, in the future. In helping out in this direction, we rather think our teachers help themselves as much or more than any one else.

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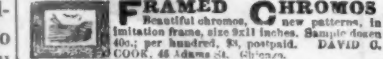
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# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, JUNE 4, 1883

No. 6.

Printed for the Editors, by G. S. BOURN, and  
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ST. LOUIS, JUNE, 1883.

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THE closing exercises of the Nor-  
mal School at Cape Girardeau were  
of more than usual interest. Hon.  
W. E. Coleman delivered an address,  
and diplomas were granted to a num-  
ber of young men and women who  
are to become teachers in the State.  
Next session opens Sept. 4, 1883.

THE spasm over the Normal schools  
seems to have passed without inflict-  
ing so much injury as Dr. Laws ex-  
pected. He will have to try again.

THAT average increase of wages to  
every public school teacher in the  
State of Missouri of \$19.62, for  
1882, reported officially by Hon. R.  
D. Shannon, shows some progress  
made, as well as a better apprecia-  
tion by the tax-payers of the State of  
the work our teachers are doing.

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A grand reunion of the teachers  
and students of that time-honored  
institution, the Richland Institute,  
will be held on Monday evening, June  
25. All former teachers and pupils  
are invited.

Messrs. Stewart and Dudley, of  
the present faculty of the Richland  
Institute, will have charge of the  
schools for the ensuing year. No  
change was asked for.

If our friends, when they write to  
those who patronize our advertising  
columns so liberally, will mention the  
fact that they saw the advertisement  
in the *American Journal of Educa-  
tion*, they will confer a favor all round.

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gagement of our competent teachers  
all over the West and South, but an  
increase of wages as well, has been  
voluntarily tendered in hundreds of  
instances, so as to retain these teach-  
ers in their positions.

DR. SHANNON's official statements,  
published in this issue, are of special  
interest and importance to all, out-  
side the State as well as in it.

ANOTHER twenty-page issue, and  
yet we did not get in all the good  
things we had on hand.

WOULD it not be better for the  
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THE programme of the twenty-se-  
cond annual session of the Missouri  
State Teachers' Association, to be  
held at Sweet Springs (Brownsville),  
Mo., June 26, 27 and 28, 1883, has  
been received, and a most excellent  
bill of fare will be presented. The  
officers are as follows:

President,—Prof. F. W. Parsons,  
Weston, Mo.

Vice Presidents,—Prof. J. M. Mor-  
ris, Rolla; Prof. W. H. Campbell,  
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Secretary,—Prof. A. Haynes, Boon-  
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Hon. W. E. Coleman, Jefferson City,  
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St. Jo. and St. L. & San Francisco,  
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the saviours of the world, will, for  
long ages to come, be those who hold  
up before the world, as did Jesus, a  
higher ideal of life than self-interest,  
self-service. They will be those who  
urge upon all men the necessity of  
living, not for self alone, but for self  
and others.

## UNTENABLE GROUND.

**M**R. T. R. VICKROY says: "Since ignorance is the chief source of poverty and crime, the general welfare demands public education for the masses. For society is not an aggregation of separate units, but an organism instinct with life, and its members are so interrelated that the prosperity of one class redounds to the benefit of all.

The main question is, not how little education can the public bestow upon the masses, but how can the true

## INTERESTS OF THE COMMUNITY

At large be best promoted? The view that the minimum of educational facilities are to be provided, that school policy is to be dictated by those ignorant of school needs, and that every measure is to be moulded to conciliate existing prejudices, is untenable ground.

We must look at things as they exist about us. Within the generation in which we live society has progressed and social needs have changed. What was acceptable thirty years ago is intolerable now. Then the college curriculum consisted almost exclusively of Greek, Latin and mathematics. Now the modern languages, English literature, the natural sciences, history and philosophy, constitute a material part of a liberal culture.

Thus a generation has changed and modified the higher education, and the sober thought, which does not needlessly abandon the old and tried, but modifies it and adapts it to new needs, is now earnestly canvassing the domain of primary instruction.

We are on the threshold of a mighty educational revolution, as sweeping in its social aspects as was the French revolution in shaping the history of the world; and it will require wise heads and skillful hands to prevent ruin and shape the spirit of change in the interests of true progress.

Primary education, in every particular, is being most thoroughly canvassed. All its processes are questioned. The daily press, so sensitive to public opinion, is arraigning the schools and pointing out their imperfections.

Notwithstanding the public school is the crowning glory of free institutions, the verdict has gone against many features, and we are compelled, whether it is agreeable to us or not, to take up the consideration of educational processes *de novo*, and scrutinize every item of their matter and form.

For a decade kindergartens have been growing up here and elsewhere. One class of persons has enthusiastically

cally indorsed this system, while another class, without judge or jury, and in some cases without a single witness, has condemned it. The novelty of the system and the necessary inexperience of those whose duty it has been to carry it out, have been obstacles in the way of success. But these obstacles are vanishing under the influence of careful direction and persevering effort.

The fact is, the kindergarten is an educational institution, and it is its function to educate, not only the children and their parents, but the kindergartners, the teachers of high and low rank, and especially the great community of which all these classes are but a part."

## OUT OF CHAOS, CREATION.

BY ANNA C. BRACKETT.

**L**AST month I endeavored to draw attention to the statistics recently made public by Prof. G. S. Hall, as to the concepts of small children in the Boston public schools. I tried to show that as it seemed to me there was very little of practical results to be drawn from such statistics: i. e., even supposing that the examinations on which the statistics were based had succeeded in reaching any degree of truth, that we as teachers could not seem to prevent such a state of things.

But furthermore, when we are told that "chaos seemed to reign in the minds of many of the children in regard to common objects," I presume that we are expected to look upon this fact with regret.

In opposition to such a view, I want to say that all that we ought to expect to find in the mind of a young child is chaos; and more than this, that chaos is the most desirable thing to find there.

In the creation of the physical world, we are told that chaos was the material out of which it was formed, and if it was good enough to be made a basis for the work of the Creative Energy at the beginning, I submit that it is good enough now as a basis for the creative work of the teacher to-day: in fact, that it is the very condition of mind which she ought to rejoice to find.

But what is chaos?

Webster tells us first that it is "a yawning chasm, or an empty, infinite space." But this, according to the results of the Boston examination, was evidently not the state of the minds of the children. It was rather according to our second definition, "a rude, confused state, or unorganized condition of matter before the creation of the universe."

Now this is exactly what we should expect logically to find in the mind

of a child five or six years of age. It is only a few years since his eyes opened to the light, and since that time during his waking hours, impression after impression has poured in upon his mind with confusing rapidity, and with no order. It will require not only years, but also the guiding hand of his teacher, to enable him to get these impressions sorted out, classified, labelled for use, and to be able to express them in language which shall be intelligible to others.

And that is just what the teacher is for. This is her real work. Impressions and ideas such as they are—of these the child has plenty. In fact he has too many for his handling. He is confused, embarrassed.

Just what we teachers are for is to say to the child: "See; those two things are alike. Put them in one bundle up in that corner." "No, don't keep that. It is of no use." "Yes, that is the most precious thing you have. It does not look like much, but it will grow. Put it in the safest place you can find." "Oh no, don't leave those things lying round there. Tie them together end to end, and then don't you see, when you draw out one, the others will come too, all in nice order." "Don't keep such a lot of those things! they are all alike. One is enough to show the whole."

And so on, till the light is divided from the darkness, the waters under the firmament from the waters above the firmament, the land from the water, the organic from the inorganic, the lights of heaven from each other, the animals from the plants, the human beings from the animals, and the relations of each to all established. Then creation will have been brought forth out of chaos, and our work will be "very good."

But without chaos, there could have been no creation, and we knew this before the examination in the Boston public schools. Instead of turning away from chaos as if it were something alien, something to be rejected and despised, we ought to welcome it with outstretched arms, as our only condition of work. For the true teacher is a creator, and what she should most earnestly seek for is chaos, that she may have the joy of creating.

The other day I was listening to a class who were reading the first book of *Paradise Lost*. A definition of chaos was asked for. One girl said, as Webster does, that it was an empty place; and another said "No, it is a place where everything is upside down."

Quick as thought the teacher rejoined, "Oh well then, if you only

look at it from the other side of it, they will be all right side up, so that is of no consequence."

This is just the statement that we want. Prof. Hall and the Boston examiners look into the child's mind from one side and find things "all upside down" and are grieved, and suggest that some modification of the kindergarten method is necessary in the instruction of the young.

But some of us are looking in from the other side, and to us things seem all "right side up," so that we are not grieved and by no means astonished; we are only glad that our field is ready for our plowing and sowing. We see that things are, as Emerson puts it, "huddled and lumped," but we know too that it is for us to make them sundered and divisible.

And we do not expect creation to be finished before six long days. We know, as Jean Ingelow says, that "children take long to grow," and so we work, patiently waiting the "fullness of time," and recognizing that we cannot hurry the currents of life, either mental or physical, that we must not only work but wait.

And chaos is an old friend of ours, not a new acquaintance; and it is a friend, not an enemy; and in time we shall transform it into creation, or we are not teachers.

## THE BEST FEATURE.

**M**R. JOHN A. DILLON of the *Post-Dispatch*, in his eloquent address before the Missouri Press Association, at Carthage, said:

"There is no aspect of our country more grateful to the eye of patriotism, more cheering to the hopes of the future, than the spectacle presented by that vast system of free public school education which covers the whole face of the country, and day by day exerts its elevating and purifying influence on our national life.

It is the *best feature* in the whole plan of the Republic. All others may have losses to offset their gains. Our politics may lead to corruption, our trade may carry us out of our course and land us on the rocks of panic and bankruptcy, our manufactures may employ our workmen only to impoverish them, but

## OUR PUBLIC SCHOOL SYSTEM

is clear gain, pure gold without alloy, a jewel without a flaw, in our diadem.

And it belongs wholly to us; it is our own; we invented it; we planned its details; we carry it on, and it represents the unanimous sentiment of the American people, that intelligence and cultivation and the development of the intellectual faculties by study and training are the firm foundation stones of a free, popular republic; it expresses the resolution



that the darkness of ignorance shall be banished from the land, and that the light of learning shall direct its counsels and guide its course.

The whole republic is devoted and committed to the cause of education.

Let us work to banish ignorance from the State. Let us stand firmly by the cause of education at all times and under all conditions. Let us stir up the stagnant spirit of the people. Let us excite the energies which contribute to the growth and spread of learning.

Let us make the cause of primary education and of higher education, of high schools and normal schools and technical schools and universities, of education in all its branches and in all its developments, the one cause in which the editors of Missouri know no divisions or dissensions, no rivalry, save the generous emulation of being first and strongest in the effort, and this Commonwealth will owe us more than if we had doubled its wealth in a day, or landed a ship-load of emigrants on its territory every day in the year for ten years."

#### SENILITY.

DR. LAWS' senile threats of revolution and dire disaster, made in his fraudulent speech to the editorial convention at St. Joseph last year, stand out in strange contrast with the logical and eloquent statements of Mr. John A. Dillon of the *Post-Dispatch*, at Carthage, on the occasion of the gathering for 1883.

Mr. Dillon's eyes are in his forehead. Dr. Laws' eyes seem to be in his hind-head. The one looks forward and upward—the other, backward and downward. One is a leader, hopeful—the other is senile and faithless. The one is a man—the other a fraud.

The one summons with his bugle blast, millions to duty—the other, ostrich like, sticks his head in the sand and howls the dismal chaunt of dissolution and desolation.

It is a good time now for the Curators of the State University to follow the advice given by the *Post-Dispatch*, and "kick Dr. Laws out," and let him sink into a senile oblivion.

In his present position he is not only a hindrance, but a disgrace to the State, only capable of perpetrating small frauds in a small way.

His petty tyranny in suppressing the college paper at Columbia, and his meaner persecutions of all students who do not endorse the sentiments of his St. Joseph speech, stamp him as infamous in his cowardice, and is another evidence of his senility and unfitness for his position.

The students hate him, the people

despise him, and the State, if it must support him, had better pension him as a pauper than to continue him "for a price."

Return him the money he paid—or promised to pay—if he was "continued," as President, and let him step down and out.

#### THE WEAKEST SPOT.

DR. O. W. HOLMES writes very philosophically, in "The One-Hoss Shay":

"The weakest spot must stand the strain."

If the election of a bad man from any ward of a large city, or from any electoral district or county should turn the scale against good government by aiding and strengthening an unscrupulous majority to enact bad laws or to repeal good laws, the public detriment might be a vast and incurable mischief, not only in the State where it occurs, but in a wide or even a national extent.

The weak spot may be the ruin of the cable. The flaw or blemish of one link may cost the wreck of the ship and all on board. One misplaced rail on a track may throw off a train and kill many passengers.

It is our duty as good citizens to prevent accidents wherever we can. It is common sense to pay more money in order to secure safety, welfare, unbroken progress, peace and augmenting power, than it costs to repair damages in part, and then suffer what cannot be repaired.

It is cheaper to keep the levee high and strong than to let it break, and bear the ravages of the river, and afterwards pay even larger costs to make the levee strong and sound as it should be.

Property owners would do well to invest more money in good schools, and spend less in jails, prisons and penitentiaries. Invested in schools, especially in founding schools where needed, money or taxes will ultimately pay the very largest percent in every way; but if spent in punishing, trying, confining the hardened criminals, it is spent and sunk and lost, unavoidably and annually lost—a ceaseless stream of leakage—for crime never ceases.

The perils to our liberties, the perils to our institutions, the perils to our symmetrical development as a great and united people with numerous interests, are everywhere augmented by the ignorant, the vicious, the criminal.

Such voters are hirelings, and can be bribed in the line of their special weakness—such voters count up by thousands, even by ten thousands, in some of our cities and States.

Such voters are as corrupt and as dangerous as ever was a rabble of

Rome or a howling mob of Communists.

That is our weakest spot: corrupt voters. We must educate better ones, if we cannot much amend the adult generation. The rising race in six or eight years will furnish a powerful contingent to the defenders of civil liberty and righteous laws, if properly reared and trained.

The means and resources of individuals and communities, of States and the Nation, should be used earnestly, promptly and to any required extent; for if the children are naught or are naughty, the family is utterly undone.

God speed every measure and movement to break the fetters of prejudice and passion, every effort to elevate and purify the rising generations of citizens.

#### A BIT OF EXPERIENCE.

MR. T. R. VICKROY, in his address on the "American Kindergarten," cited results from his own experience. He said:

"In the school of which I have been principal for nine years (the Irving) I have taken the trouble to make a careful study of the whole matter. I have had a kindergarten for four years, and many of the kindergarten children are now in the fifth, fourth, third and lower grades. Last November I made careful comparison of the age and scholarship of both classes of children, the kindergarten and the non-kindergarten.

It was made apparent that the children had gained nine months' time and five per cent. scholarship in the third grade, one year ten months and seven per cent. in the fourth grade, and two years ten months and nine per cent. in the fifth grade.

Since November there have been promotions from grade to grade, and the result of the work, as tabulated for me by faithful and trustworthy teachers, exhibits a like gain in age. As children have been graded upon their ability to do, the scholarship in the rooms is within one to three per cent. of being the same, but in favor of kindergarten children. As the school now stands, in the fifth grade the kindergarten children are eleven months younger than the others; in the fourth grade, sixteen months, and in the third grade, twenty-four months. That is, children 9, 10 and 11 years old from the kindergarten, grade with children 11, 12 and 13 years of age.

Now, if a developing process, carried out even imperfectly, shows such gains in time and scholarship, but one conclusion can be drawn. Extend the kindergarten system, and, if need be, use additional rooms and utilize some of the present teachers.

If a rational process will shorten the work by one or two years, economy will be subserved, for why should hundreds of thousands of dollars be spent when better results can be gained by sending children to school for a single session?

It will be equivalent to adding one room to a four-room building, three rooms to a ten or twelve-room building, and five rooms to an eighteen or twenty-room building.

Teachers will be able to do better work and deserve better pay, and many who are now crowded out for want of room will be pleasantly accommodated."

#### Morality in the Public Schools.

OLIVER JOHNSON, in the *Atlantic Monthly* for June, says "There is need of an educational symposium of representative men of all shades of religious belief and speculation, — Catholic and Protestant, Orthodox and Liberal, Jew and Agnostic,—to consider this subject. Sitting down together and looking into each other's faces with sentiments of mutual esteem; setting aside for the moment all speculative questions, and fixing their thoughts upon the one subject of moral teaching in the schools, they would no doubt be astonished to find themselves in perfect agreement.

Upon the abstract question whether the ultimate basis of morality is to be sought in a supernatural revelation, or in the nature of man and the testimony of experience and observation, they would of course differ widely; but as to morality itself, in its practical relations to the education of the young, they would speak with one voice.

Traveling by different roads, they would find that they had arrived at one and the same place, and were all seeking a common end. And the morality which they would all commend as essential to the purity of society and the safety of the republic, and therefore indispensable to good citizenship, would be, in substance, that of the New Testament, which has its grandest illustration in the teaching and example of Jesus,—his example in death as well as in life."

Every good school taught, helps every other school in the community, and teachers owe it to themselves and to their efficiency and reputation to do the most and the best for their pupils during the short sessions the schools continue.

Teach the children that there is one topic peremptorily forbidden to all well-bred, to all rational mortals namely, their distempers.



## TEXAS.

TEXAS has gained immensely by money Jay Gould and others have expended in the State since the railroad combinations have been made. The *Austin Statesman*, good authority, says: "We are satisfied Texas will suffer no detriment from the absorption of railway interests by the Gould and Huntington syndicates. They have both done more in the last twelve months for the development of the State than was ever accomplished by any other agencies. Through them two competitive transcontinental trunk lines have been built across Texas, and it will not be long before another is completed. They have spent a hundred millions of dollars in money in Texas, and to give their trunk lines business they will soon feed them with numerous local roads. The completion of these thoroughfares makes frontier protection, therefore, an unnecessary expense."

It is a poor time, just now, to antagonize railway interests in Texas. Thirty thousand miles of railways are needed in its borders.

## The State Teachers' Association.

AS indicating the range and extent of subjects to be discussed by the educators of Texas, we give the following programme of exercises of the Texas State Teachers' Association, to be held at Galveston, June 26, 27, 28 and 29, 1883.

## OFFICERS.

M. B. Franklin, A. M., M.D., Pres.  
A. J. Robert, Andrews College, 1st Vice President.

Miss Virginia E. Garland, Galveston, 2d Vice President.

Prof. J. T. Hand, Corsicana, 3d Vice President.

Prof. Smith Ragsdale, Salado, 4th Vice President.

Prof. R. W. Pittman, Round Rock, 5th Vice President.

Prof. J. S. Brown, Pilot Point, Sec.

Prof. J. L. Miller, Wortham, Treas.

## PROGRAMME.

Tuesday, morning session, 10 a. m.

1. Opening exercises; 2. Address of Welcome, Miss Virginia E. Garland; 3. Reply, Gen. L. M. Lewis, Marvin College; 4. President's Address; 5. Appointment of committees.

Afternoon session, 2 p. m.

1. Opening exercises; 2. Life and Character of Geo. Peabody, Hon. O. N. Hollingsworth; 3. Discussion, opened by Prof. J. T. Hand; 4. Proper Study of English, W. C. Rote, San Antonio; 5. Discussion, opened by Prof. C. H. Hobbs, Whitesboro; 6. Exhibition of Class Work, Primary Arithmetic, Prof. R. W. Pittman.

Night session, 7.30 p. m.

1. Opening exercises; 2. The Rail-

road as an Element of Education, Alex. Hogg, Supt. Public Schools at Fort Worth; 3. Discussion, Dr. J. Baldwin, S. H. N. Institute; 4. History, J. R. Cole, A. and M. College; 5. Discussion, opened by Prof. A. J. Robert.

Wednesday, morning session, 9 o'clock.

1. Opening exercises; 2. Geology, Prof. E. B. Keyte, Denton; 3. Discussion, opened by Mrs. J. G. Nash, Sherman; 4. The Teacher's Preparation for Class Work, Mr. A. B. Groyne, Galveston; 5. Discussion, opened by Prof. Smith Ragsdale; 6. Receiving Reports of Committees.

Afternoon session, 2 p. m.

1. Opening exercises; 2. Observations on Schools in England and Scotland, Col. J. B. Simpson, Dallas; 3. Science Teaching in Elementary Schools, Mr. H. Lee Sellers, Galveston; 4. Discussion opened by Prof. W. Crow, Mineola; 5. Mathematical Studies Vindicated, Maj. J. M. Richardson, Leesburg; 6. Discussion, opened by Prof. M. H. Allis, Moulton; 7. Exhibition of Class Work, Written Arithmetic, Prof. Walter Pitts, Chappel Hill.

Night session, 8 p. m.

1. Opening exercises; 2. The Voluntary Principle, Stimulated by Denominational Spirit, the Best Reliance for Colleges and High Schools, Rev. Wm. Cary Crane, Baylor University; 3. Discussion, opened by Rev. John Collier, Mansfield; 4. State University, Hon. Ashbel Smith, Houston; 5. Discussion, opened by Prof. Keyser, Tyler.

Thursday, morning session, 8:30 o'clock.

1. Opening exercises; 2. The Spanish Language in Our Schools, Prof. Smith, Whitesboro; 3. Discussion, opened by Prof. W. C. Rote; 4. Educational Progress in the United States during the First Century, Prof. J. C. Brooks, Gainesville; 5. Discussion, opened by Prof. J. L. Miller; 6. Exhibition of Class Work in Geography, Prof. Potter, Gainesville.

Afternoon session, 2 p. m.

1. Opening exercises; 2. Spirit of The School Room, Mrs. C. Walden, Fort Worth; 3. Discussion, opened by Miss Olivia Baldwin, S. H. N. Institute; 4. The Debt of Literature to the Common School, Prof. W. H. Foute, of Houston; 5. Discussion, opened by Prof. J. R. Dean, S. H. N. Institute.

Night session, 8 p. m.

1. Opening exercises; 2. Literary Culture, Gen. L. M. Lewis; 3. Discussion, opened by Prof. W. F. Myster, Plano; 4. Art of Teaching, Dr. J. Baldwin; 5. Discussion, opened by Prof. Summerville, Denison.

Friday, morning session, 8:30 a. m.

1. Opening exercises; 2. Address, Gov. Ireland; 3. Education Without Moral Culture a Curse, Rev. Dr. R. C. Burleson, Waco University; 4. Discussion, opened by Mrs. H. C. Hobbs, Whitesboro; 5. Above continued by Rev. J. R. Malone, Dallas; 6. Exhibition of Class Work on Reading, Miss Viola Jackson, Sherman.

Afternoon session, 2 o'clock.

1. Opening exercises; 2. Election of Delegates to the National Convention; 3. Selection of a place for the Next Meeting; 4. Election of officers for the ensuing year; 5. Address, J. B. Merwin, Managing Editor *American Journal of Education*, St. Louis.

Night session.

1. Opening exercises; 2. Schools of Germany, Prof. W. L. Binghurst, Marshall; 3. Civil Government, Miss Laura Malone, Dallas; 4. Discussion, opened by Prof. Johnson, Tyler; 5. School Government, Dr. E. D. Pitts; 6. Discussion, opened by Prof. W. W. James, Dallas; 7. Miscellaneous Business; 8. Religious Exercises and Adjournment.

The Board of Education of Texas have made assignments of teachers to the summer normal schools—thirty white and eight colored. Texas is the only State in the Union furnishing this number of normal schools for colored teachers. The institutes are to be opened June 2, for four weeks. The salaries of principals, \$150 each.

The Texas Treasury is certainly in a very healthful condition. Recently an inventory was taken with the following result: Cash, \$275,000; school fund bonds, \$5,000,000; university and asylum fund, \$500,000; land notes, \$3,500,000; university land notes, \$250,000. This makes a grand total in Treasury of \$12,000,000 in actual cash and valuable securities, and what other State can make so good a showing?

There was never a State more generous to the cause of education than Texas. Besides setting apart fifty millions of acres of land for public schools, which in time must create a fund sufficient to educate every child in the State, she establishes free normal schools, and then crowns the apex of an educational system with a university which is to be absolutely free.

Here every man is waited upon by the totality of surrounding conditions, and pressingly requested to show what power of will there is in him. The circumstances all invite him to do the greatest deed in his power and receive his wages therefor.

A catalogue of the Sam Houston Normal School is to be published and competitive examinations of students will be held at the times and places the summer normal schools are held, except that in districts where there are no summer schools, the directors shall themselves fix the time and place for such examinations.

The faculty for the ensuing term will be, Dr. J. Baldwin, principal; J. R. Dean, H. C. Pritchett, Mrs. A. A. Reynolds, Miss S. W. Elliott, Miss O. A. Baldwin, and H. F. Estell.

The acceptance of Dr. Mallet of the University of Virginia, Dr. Brown, formerly of Vanderbilt University, and Dr. Humphreys of Vanderbilt, of chairs in the University of Texas is officially announced. With three such eminent educators to organize this new university, it at once takes a stand among the first of our country. The endowment of the university is ample, being over 2,000,000 acres of land, and an additional income of \$25,000 a year.

At the last presidential election 9,204,428 votes were cast; being one to every 5 1-2 people in the country.

## SAFE.

A COUNTY Superintendent offered a reward of \$5.00 to any one who would correctly spell all the words in this list. About 35 teachers entered the contest, but no one won the prize. The highest number of the fifty correctly spelled by any one was 41. The greatest number of words missed by any one was 44.

We should not dare to make such an offer, for many of our subscribers are adepts in spelling, if "we" are not. Still, as these are both common and useful words, it will do no harm to try them on.

Arterialize,	Guerrilla,
Apocalypse,	Guillotine,
Apotheosis,	Gauge,
Antitypical,	Howitzer,
Axletree,	Kaleidoscope,
Baton Rouge,	Laurel,
Buenos Ayres,	Lacquer,
Butte,	Labyrinth,
Brail,	Lachrymal,
Bicycle,	Mishawaka,
Bivouac,	Masquerade,
Bologna,	Natchez,
Bronchitis,	Psychology,
Bowie-knife,	Physique,
Billious,	Portuguese,
Caisson,	Prairie du Chien,
Dyspepsia,	Rendezvous,
Euchre,	Renaselaer,
Empyrean,	Shekel,
Elecampane,	Sauerkrant,
Exchequer,	Cheyenne,
Fogginess,	San Joaquin,
Geyser,	Terre Coupee,
Ghoul,	Wassail,
Glycerine,	Ypsilanti.



## MISSOURI—OFFICIAL.

JEFFERSON CITY, May 20, 1883.

Editors American Journal of Education:

PLEASE give notice that I will conduct examinations for State Certificates, as follows:

Memphis, June 15 and 16.  
 Palmyra, June 18 and 19.  
 Bowling Green, June 21 and 22.  
 De Soto, July 9 and 10.  
 Charleston, July 12 and 13.  
 West Plains, July 16 and 17.  
 Peirce City, July 19 and 20.  
 Nevada, July 23 and 24.  
 Independence, July 25 and 26.  
 Sedalia, July 27 and 28.  
 Maryville, August 1 and 2.  
 Gallatin, August 3 and 4.  
 Carrollton, August 6 and 7.  
 Clayton, August 14 and 15.  
 Moberly, August 20 and 21.  
 Rolla, August 24 and 25.

I will address the people at the above places on the evening of the first day. Yours truly,

W. E. COLEMAN,  
 State Superintendent.

We are permitted to gather from the manuscript copy of Hon. R. D. Shannon's forthcoming able report, the following valuable data as illustrating the steady progress we have made and are still making in our system of public schools in Missouri.

These facts have been seriously questioned in the State and out of it, but they are "official," and will, we think, bear the closest scrutiny.

Omitting much of special importance for want of space, we take up the report of Dr. Shannon at the point of our

## PRESENT CONDITION.

The following interesting facts are gleaned from the reports of county clerks and county commissioners of schools. The comparisons made are with the figures given in the last published report, which was the 31st, ending in April, 1880. The present report is for the school year which ended in April, 1882:

School census (age between 6 and 20) 1882—741,632; for 1880—723,484; increase, 18,148.

Enrolled, 1882—488,091; in 1880, 482,986; increase, 5,105.

Per cent. of enrollment to enumeration, 1882,—65.81; in 1880—66.75; decrease, .94.

When we take into consideration the facts that the enumeration includes all persons in the State between the ages of six and twenty years, while the enrollment does not include any of the students attending the State University, the Normal Schools, the private and denominational schools, colleges and universities, nor the inmates of our asylums, hospitals and reformatory or penal institutions; that many of our youth

attend schools in other States, who are enumerated but not enrolled in our schools, and that thousands never attend school until arriving at the age of seven or eight years, while a still greater number commence their life work as clerks, laborers and wives, before attaining the twentieth year, it will be seen that the per cent. of enrollment is most excellent. As a matter of opinion, merely, I submit that it is not surpassed by any other State in the Union.

Those who are entitled to the privileges of the public schools are all enumerated; while the actual school age, or the period in which the people attend the public schools is nearer the limits eight and eighteen than six and twenty.

Again, the enumeration returns are always more nearly correct than are the returns of enrollment. The county clerk must have the enumeration returns of a school district or he cannot apportion any of the public school revenue to that district. But the enrollment in the schools, which the law requires to be reported to the county commissioner and not to the county clerk, is never fully reported. The school officers of a very large number of districts, every year, fail to report to the county commissioners; and it is almost certain that not a county commissioner in the State secures reports from every district in his county, unless the commissioner of Jasper county furnishes an exception.

School houses owned in 1882, 8,272; rented, 265; total, 8,537; school houses owned and rented in 1880, 8,249; increase, 28.

Seating capacity of schools, 1882, 516,942; in 1880, 499,135; increase, 27,807.

Number of schools in operation, 1882, white, 8,321; colored, 501; total, 8,822; in 1880, white, 8,149; colored, 492; total, 8,641; increase, white, 172; colored, 9; total, 181.

Number of teachers employed, 1882, 10,607; in 1880, 11,659; decrease, 1,052.

## WAGES PAID

To teachers, 1882, \$2,226,609.58; in 1880, \$2,218,637.36; increase, \$8,972.22.

Per year to each teacher, 1882, \$209.91; in 1880, 190.29; increase, \$19.62.

Bright's Disease, Diabetes, Kidney, Liver or Urinary Diseases.

Have no fear of any of these diseases if you use Hop Bitters, as they will prevent and cure the worst cases, even when you have been made worse by some great puffed up pretended cure.

When opiates fail, then try SAMARITAN NERVINE. It's a certain cure for all nervous ailments.

Maj. Hines, Boston, writes: "Samaritan Nerve" cured me of fits." \$1.50. Drugget.

## LENGTH OF SCHOOL TERM.

HON. R. D. SHANNON makes the following favorable showing as to the increased length of the school term in Missouri:

Estimating the average length of school term at five months in the year, and it will not exceed five (it is impossible to obtain the average from the reports of the commissioners, or other sources) and the wages paid is, to teachers per month in 1882, \$41.98; in 1880, \$38.05; increase, \$3.93.

Expenditures for school purposes, 1882, \$3,468,738.67, which is a per capita on enumeration of \$4.67 7-10; on enrollment, \$7.10 6-10.

Estimated value of school property. 1882, \$7,521,695.08; in 1880, \$7,353,401.22; increase, \$168,293.86.

Assessed valuation of property (for State and county purposes) for 1882, \$560,391,848. Not reported by the commissioners of Andrew, Atchison, Cape Girardeau, Clinton, De Kalb, Henry, Holt, Laclede, Oregon, Osage, Ozark, Pike, Ripley, Scott, Shelby, Stone, Taney, Texas and Worth. Hence I was compelled to get this information partly from the State Auditor.

District tax collected, report of 1882, \$2,286,191.66, which is 41c on the \$100 of assessed valuation of property.

Not reported by De Kalb and Macon counties, and not stated in the reports of county clerks of Andrew, De Kalb, Knox, Macon or Moniteau.

Fines, forfeitures, penalties, etc., (to increase county school funds, 1882,) \$91,168.91. This is an increase of \$40,000 over the average annual collections, as reported for a number of years.

When Themistocles was taunted as being deficient in personal accomplishment, he answered, "Tis true, I never learned how to tune a harp, or play upon a lute; but I know how to raise a small and inconsiderable State to greatness and glory."

Why is our life an endless flight of winged facts or events? In splendid variety these changes come, all putting questions to the human spirit.

\*"Do not grasp at the shadow and lose the substance." Kidney-wort is able to convert you from a shadow of your former self into the substance of established health. Said a sufferer from kidney trouble, when asked to try Kidney-wort for a remedy, "I'll try it, but it will be my last dose." It cured him, and now he recommends it to all. If you have disordered kidneys don't fail to try it.

It is the common observation that the standard of natural health and normal activity among American women is being lowered by the influence of false ideas and habits of life, engendered by fashionable ignorance and luxurious living. It is a happy circumstance that Mrs. Lydia E. Pinkham has come to the front to instruct and cure the sufferers of her sex.

## SCHOOL OF MINES

—AND—

## METALLURGY,

Rolla, Phelps County, Mo.

(State University.)

A School of Civil and Mine Engineering, with Practical Chemistry and Metallurgy as Specialties.

The course of study extends through three years, embracing the following:

## Civil Engineering.

In this department practical work is a distinctive feature; use of instruments, land and rail road surveying, drawing, sketching, triangulations, excursions to bridges, railroad construction, &c., form the chief work of this department.

## Mine Engineering.

Exploration and attack of mineral veins and deposits, timbering and surveying of mines, hoisting, pumping, and ore concentration are discussed in detail.

## Mathematics.

In this department the aim is not alone to develop and strengthen the reasoning powers, but at the same time to secure such a familiarity with principles and processes as to enable the student to apply them to the solution of the questions that daily arise before the practical engineer, and to prepare him to read with ease the standard works of the profession. To this end special attention is devoted to the infinitesimal analysis and the method of limits in geometry and mechanics, and to the differential and integral calculus and its applications.

In the preparatory school great care is taken to secure thorough preparation in algebra and geometry, and a high grade of scholarship is required for admission to the professional courses.

## Chemistry and Metallurgy.

Provision is made in the laboratories for teaching General Chemistry, Chemical Philosophy, Industrial Chemistry, Determinative Mineralogy, Qualitative and Quantitative Analysis, and Quantitative Blowpipe Analysis. Also assaying as applied to gold, silver, lead and copper ores, by fire and volumetric methods.

The chemical laboratory is well supplied with good apparatus, assay furnaces, gas, and modern conveniences.

In Metallurgy instruction is given by lectures, with recourse to the best works on the subject; applicants for graduation are required to furnish estimates and drawings of furnaces, metallurgical machinery, etc., etc.

## Preparatory Department.

Although the School of Mines does not undertake to do the work of the common schools, a preparatory department has been established for the benefit of those who wish to prepare themselves for admission to the professional courses.

Special work in Chemistry and Mathematics for Advanced Students.

Work in this School thoroughly practical.

Tuition in all studies for the year.....\$20 00  
 Board at Rolla per month.....\$9 00 to 15 00  
 Spring term begins Feb. 6, 1883.  
 For further information apply to

CHAS. E. WAIT, Director.

G. Z. WHITNEY, Sec'y.



## A REMARKABLE PAPER.

MR. E. H. LONG, Superintendent of Schools in St. Louis, read a somewhat remarkable paper on "Intellectual Training in Schools," before the Pedagogical Society in St. Louis last month—remarkable for its statement of fundamental truth; or rather for the restatement of truths on which not only all culture but all character is based; pointing out in a clear, concise way, the "order of development."

We give below a brief synopsis only of

## SOME OF THE MEANS USED

in the education of the young:

**Language.**—In learning language the word is presented and analyzed. In studying out new words when the letters have been previously learned, the mind is engaged in a synthetical process. Words are united to form a sentence; this, again, is synthesis, for there is unity in the sentence.

Grammatical study involves analysis of the construction and of the thought. When elements have been gained by the accumulation of words as well as by the analysis of sentences, the wise teacher will give exercises requiring creative synthesis, which will notice the necessary relations of the words and elements.

Such an exercise in the study of language would, of course, be an exercise in "composition." In the critical study of language the pupil can be made conscious of the act of reflection, in the selection of the words necessary to express his exact meaning, and also in deciding upon the necessary form of combination and expression.

Synthesis is the creative side of the activity of thought, and must result in something higher—a unity of particulars in essential relation. The knowledge of language is not complete until its nature as the revelation of reason is understood. By remembering what was previously said of the nature of language, it will not be difficult to determine how powerful a means it may be made in the hands of a wise teacher, to aid in developing the reasoning faculties.

The study of form requires the exercise of the analytical and reflective power of the mind, and as applied in drawing may give wonderful exercise to the creative power. If properly taught, the activity of the mind can be revealed in almost all its phases.

**Number.**—Number is nothing more than the abstract universality and particularity of the thinking activity. In making number we use the synthetical process, but it is a synthesis of units as independent totals, i. e., particulars. This synthesis does not take into consideration any essential

relation. It is a mere putting together of independent units. In the application of number we never get back of this dead synthesis, and it would be of no use, either practically or theoretically, to go back to the genesis of number.

All arithmetical problems are limited to simple increase and decrease by independent units or to the finding of a ratio between two given numbers and then finding a number, between which and a third number, the same ratio exists. But finding a ratio is only telling how many or much of any number must be added to itself to make it as great as some other number. These few processes exhaust the subject.

Arithmetic is a very feeble means for developing the synthetic reason, because its elements are few and contain for the mind only the relation of more or less. It deals with a form of analysis, and requires a formal statement of a proposition or judgment. It is all formal, dead, and never leads to a knowledge of the truth of things. The facts taught and the forms used, are valuable in practical life, and must form a part of the material used in education, but through these the pupil cannot be led to see things as belonging to a system, or as an element in an active process.

Geography can be so taught as to give much of the kind of training that is most valuable. The study of the parts of a country or grand division should end in the realization that these parts are included in a greater whole. The relations of the different sections of a country, as to conformation—the influence of these upon temperature, water supply, fertility—the conditions produced by the fact of particular locality—all these influences upon productions and upon man; and also, social conditions—the necessary dependence of every individual upon the strength of all, though each be free in his power to act; these are essential relations to be brought out in the study of geography.

The most valuable and practical of all training is that which gives the key to all movements in thought and in society.

**MAKE** the commencement exercises short. Have the girls dress neatly, but plain. Talk it over. Some of the best scholars cannot make a "show" in dress, and they are to be considered, for it is what they do that tells, not how finely the class was dressed.

Concentration is the secret of strength in politics, in war, in trade; in short, in all management of human affairs.

## IOWA.

THE State Superintendent of Iowa has been holding a series of conventions of the county superintendents with great success, and with great profit too—to the school interests of the State.

At Spirit Lake, July 3d to 10th, there will be a joint convention of the three northern districts; this includes the counties of Buena Vista, Cherokee, Hamilton, Hardin, Humboldt, Pocahontas, Plymouth, Webster, Woodbury, Wright—Allamakee, Bremer, Butler, Clayton, Cerro Gordo, Chickasaw, Fayette, Franklin, Floyd, Howard, Mitchell, Winnesaukee, Worth—Clay, Dickinson, Emmet, Hancock, Kossuth, Lyon, O'Brien, Osceola, Palo Alto, Sioux and Winnebago.

"What we shall teach in our schools," is very definitely indicated. It must be of so general a character as to give the as yet unformed character, the key to its own capacities, and thereby enable it to choose freely its own path, and determine for itself its own destiny.

Education has this special function to perform in society; it gives each individual the language of the social organization and the common stock of ideas which govern it. It gives man the theoretical tools by which he obtains the mastery over the realms of nature as well as over those of mind.

NORMAL INSTITUTES will be held in Iowa as follows:

Harrison county, Logan, July 30, three weeks; L. W. Parish, conductor.

Lyon county, Rock Rapids, Aug. 20, two weeks; E. R. Eldridge, conductor.

Scott county, Davenport, July 9, four weeks; P. S. Morton, conductor.

J. W. AKERS,  
Supt. Public Instruction.

We would call attention to the following item in the *Missouri Republican* of May 18:

"Mr. Ashley Cabell has lately become president of the American School-Book Company of this city. A man of his talents, integrity and capacity could not long remain unconnected with some useful work. Mr. C. was till recently incumbent of the office of jury commissioner of this city, a place of much responsibility and importance, and in the new field to which he has turned his attention it may be expected he will be at least equally devoted and efficient."

Our congratulations are extended to the new president, and to the American School-Book Company.

Love is never lost. If not reciprocated it will flow back and soften and purify the heart.

## INDIANA.

THE *Indiana School Journal*, one of the very best on our exchange list, says:

"The election of county superintendents will occur the first of June. This is an election that the political papers of the State will say little about, and yet it is one of great importance. The county superintendent has to do with more vital interests of the people than does any other county officer. The education of the boys and girls of a county is paramount to all other interests, and the supervision of it, which in a large degree will determine its efficiency, should not be entrusted to incompetent hands."

That is good advice for all of us, in Indiana or out of it. They drive away at practical matters in this State, certainly.

We find the following in answer to questions by the State Board of Education bearing on the subject of Physiology, and

## THE SEATING OF SCHOOL HOUSES.

"The evil effects of seating pupils at desks too high for them, are many. The feet not touching the floor, the weight of the lower limb projecting beyond and hanging from the seat, causes curvature of the femur. The elevation of one shoulder above another in order to accommodate themselves to the desk, produces curvature of the spine, giving a tendency to nervous troubles.

The strain upon the muscles produces excessive weariness, and the digestive organs are misplaced and disturbed in the performance of their functions."

The commencement exercises of Ewing College will take place on Thursday, June 7. The annual address will be delivered by J. B. Merwin, Editor of the *American Journal of Education*, on Thursday afternoon, at the college chapel.

The annual meeting of the National Teachers' Association will be held at Saratoga, N. Y., Monday, Tuesday and Wednesday, July 9, 10 and 11.

Professor C. M. Woodward of Washington University, St. Louis, will discuss "The Results of Manual Education," and Prof. S. R. Thompson of the State University at Lincoln, Nebraska, will report on "The Progress of the Year in Industrial Education."

Miss Josephine C. Locke, Supervisor of Drawing in the St. Louis Schools, will be able to show practical and valuable results of work done in these schools.

Further items of interest, in the various departments, will be given in the July number.



# THE TENNESSEE American Journal of Education.

## IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

### ENDORSEMENTS

of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,  
NASHVILLE, TENN., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,  
State Supt.

### TENNESSEE.

ONE of the most intelligent and public spirited citizens of Tennessee writes us as follows:

"The problem to be decided in this section is, what will be the best system of education to adopt where there are few towns, where the population is so scattered that not more than 25 to 40 pupils can be collected in one school. Not more than one in one hundred of the children in the cotton States will be able to enjoy the benefits of any other school than the one which is near enough for them to attend and board at home.

The schools to be efficient must continue nine or ten months in the year.

They must be taught by good teachers.

These teachers must be paid a living salary.

I find by the responses I have received from persons in various parts of this and other States, who have read my pamphlet, that there are

### ENTERPRISING FARMERS

In almost every section who are willing to make a sacrifice to educate their children. They can raise from one-third to one-half enough money to pay a good teacher for a whole year—but because they are too poor to pay the whole sum necessary to employ efficient instructors, they are obliged to be content with indifferent schools taught by poor teachers.

The question is, how shall money be raised to aid those who are willing to make a sacrifice, and at the same time to work no injustice to those who are so indifferent as to be unwilling to make any effort to support schools?

Any suggestions you may make or any information you will give me in regard to books or periodicals containing articles upon the subject of education in the rural districts, will be thankfully received.

Very respectfully yours, C."

### THE GREATEST NEED.

IT is said that in the education of the freedmen of the South, the greatest need is not so much leadership in thought, politics or religion, as in the mechanical and scientific departments of practical work.

The knowledge of Latin or Greek avails little unless united with such acquaintance with the fundamental principles of practical work as shall open wide the avenues of industry and independence with which our land abounds. It is perhaps not generally known that this admirable theory has already become an accomplished fact in at least one Southern city.

To Bishop H. W. Warren, D. D., of the Methodist Episcopal church, belongs the honor of taking the initiative in this march of human progress. Widely extended travel in the South convinced Bishop Warren that the freedman's greatest need was realization of his own possibilities, and then finding within reach means of development.

To this end a school of carpentry was established in connection with

### CLARK UNIVERSITY,

Atlanta, which, in a short time, has accomplished highly creditable results. Several buildings for farming purposes, a blacksmith shop, a fine dormitory, and the prettiest cottage in Atlanta, have been erected by the students.

Assuming that the highest perfection of man is to do common things perfectly, the pupils of this industrial school are not allowed any advance until they are perfect in preliminary work. To teach self-help is to better the condition of these people.

Habits of industry and thrift are the magic key which will open to them the door of opportunity, and are the essential conditions of success. The founder of this industrial school arms his pupils with implements by which each may hew out for himself an honorable place, and be the architect of his own fortune. Who will be the next to found one of many such schools needed in the South, and adopt Mr. Ruskin's motto "To-day?"

### EXTRACTS

FROM an address of Canon Farrar, in England:

"When the great scholar Muretus was traveling in the disguise of a beggar, he was taken ill at a foreign town. His illness called for some serious operation; and, talking to each other in Latin, the physicians said, 'Fiat experimentum in corpore villi.' 'Vilemne animam appellas?' exclaimed the indignant scholar to his startled hearers, 'pro qua Christus non est dedignatus mori.'

The anecdote tells us why every soul of every child of man is to the Christian sacred, and even of infinite sacredness. But, quite apart from this thought, the vast possibilities which lie in every human soul, should be enough to make the task of its training a solemn and a sacred one.

In 1793, when he was expecting every hour to be led off to the guillotine, Dupont de Nemours said,—"Even at this incomprehensible moment, when morality, enlightenment, love of country, all of them only make death at the prison door or on the scaffold, more certain,—yes, on the fatal tumbril itself,—with nothing free but my voice, I could still cry *take care*, to a child that should come too near the wheel. Perhaps I may save his life; perhaps he may, one day, save his country."

But I think that religious men—men who not only believe in God, but have faith in Him—must feel this more deeply than others, even as religious nations have so felt it.

Contrast the neglect of early education and the contempt in which teachers were held among the Greeks and Romans—a neglect and contempt so feelingly portrayed by Juvenal—with the feelings of the Jews, as shown in many passages of the Talmud.

In one of these, they tell how once, in a great drought, their greatest Rabbis prayed and wept for rain, and the rain came not. And, at last, a common-looking person got up and prayed to Him who causeth the wind to blow and the rain to descend, and instantly the heavens began to cover themselves with clouds, and the rain began to fall.

"Who art thou," they cried, "whose prayers have alone prevailed?"

And he answered, "I am a teacher of little children."

Who shall estimate what the world has gained by wise education, and what it has lost by the neglect of it?

"Providence," as Victor Hugo says, "entrusts us with a portion of its own functions. God says to man, I confide to thee this child." "All," says Dr. Arnold, "who have meditated on the art of governing mankind, have felt that the fate of empires depended on the education of youth."

"Give me the children," said Cardinal Wiseman, "and in twenty years all England shall be Catholic."

"Train a boy well or ill, and of the effects of your training," said Sydney Smith, "you can neither measure the quantity nor perceive the end. It may be communicated to children's children; it may last for centuries; it may be communicated to innumerable individuals."

Among the busts of the Roman Emperors at the British Museum, you may see one of a child about six

years old. It would be impossible to find a face of more exquisite and winning loveliness. The hair rests in sunny waves about a smooth forehead; the features are full of mirthful innocence. You wish to see what sort of a man that child became. You anticipate a face full of manly beauty. What you see is a face puffed, bloated, sullen, of which you know not whether it repels you most by its brutal sensuousness, or by its sanguinary ferocity.

Who had the training of that bright and trustful child? First, a barber and a dancer; then relatives and parents of exceptional infamy. He was the wild beast of the Apocalypse, the Emperor Nero.

On the other hand, consider how many have borne testimony to the truth that a child trained in the way wherein he should go, will not depart from it; will not wholly, will not finally depart from it,—at the worst will not so wholly and so finally depart from it as if he had not been rightly trained.

"I bless God heartily," said Lord Russell on the scaffold, "that I had the advantage of a religious education; for even when I minded it least it still hung about me and gave me checks."

### THE OLD STYLE.

THE old style barbarity practiced in England in punishing children is sketched by a victim as follows:

"He remembered shudderingly the pail under the master's desk, always full of brine, in which the straps used to be kept soaked, so as to make the leather more cutting; the great tiled class-room where they used to recite their lessons on their knees, or drag themselves for the least punishment up to one of the brothers. How they came up, holding out and then withdrawing their hands, and how straight and stiff he used to stand, waiting for them in his rough black cossack, which used to grow shorter under his arms as he lifted his hand for the blow.

Brother Cook they used to call him, because he did the cooking as well as the teaching. He could hear again the "haw!" of the dear brother, as he brought down his strap, and could feel again the tingling at the ends of his little inky fingers which pricked with the pain as if stung by a thousand insects.

And then there were other punishments still more barbarous; for example, when they had to have to lick clean with their tongues the tiled floor, which had been freshly sprinkled, and the dust from which, turned to dirty mud, stung to the quick the tender palates of the offenders against some petty rule."



## TEXAS.

TEXAS has gained immensely by money Jay Gould and others have expended in the State since the railroad combinations have been made. The *Austin Statesman*, good authority, says: "We are satisfied Texas will suffer no detriment from the absorption of railway interests by the Gould and Huntington syndicates. They have both done more in the last twelve months for the development of the State than was ever accomplished by any other agencies. Through them two competitive transcontinental trunk lines have been built across Texas, and it will not be long before another is completed. They have spent a hundred millions of dollars in money in Texas, and to give their trunk lines business they will soon feed them with numerous local roads. The completion of these thoroughfares makes frontier protection, therefore, an unnecessary expense."

It is a poor time, just now, to antagonize railway interests in Texas. Thirty thousand miles of railways are needed in its borders.

## The State Teachers' Association.

AS indicating the range and extent of subjects to be discussed by the educators of Texas, we give the following programme of exercises of the Texas State Teachers' Association, to be held at Galveston, June 26, 27, 28 and 29, 1883.

## OFFICERS.

M. B. Franklin, A. M., M.D., Pres.  
A. J. Robert, Andrews College, 1st Vice President.

Miss Virginia E. Garland, Galveston, 2d Vice President.

Prof. J. T. Hand, Corsicana, 3d Vice President.

Prof. Smith Ragsdale, Salado, 4th Vice President.

Prof. R. W. Pittman, Round Rock, 5th Vice President.

Prof. J. S. Brown, Pilot Point, Sec.

Prof. J. L. Miller, Wortham, Treas.

## PROGRAMME.

Tuesday, morning session, 10 a. m.

1. Opening exercises; 2. Address of Welcome, Miss Virginia E. Garland; 3. Reply, Gen. L. M. Lewis, Marvin College; 4. President's Address; 5. Appointment of committees.

Afternoon session, 2 p. m.

1. Opening exercises; 2. Life and Character of Geo. Peabody, Hon. O. N. Hollingsworth; 3. Discussion, opened by Prof. J. T. Hand; 4. Proper Study of English, W. C. Rote, San Antonio; 5. Discussion, opened by Prof. C. H. Hobbs, Whitesboro; 6. Exhibition of Class Work, Primary Arithmetic, Prof. R. W. Pittman.

Night session, 7.30 p. m.

1. Opening exercises; 2. The Rail-

road as an Element of Education, Alex. Hogg, Supt. Public Schools at Fort Worth; 3. Discussion, Dr. J. Baldwin, S. H. N. Institute; 4. History, J. R. Cole, A. and M. College; 5. Discussion, opened by Prof. A. J. Robert.

Wednesday, morning session, 9 o'clock.

1. Opening exercises; 2. Geology, Prof. E. B. Keyte, Denton; 3. Discussion, opened by Mrs. J. G. Nash, Sherman; 4. The Teacher's Preparation for Class Work, Mr. A. B. Groyne, Galveston; 5. Discussion, opened by Prof. Smith Ragsdale; 6. Receiving Reports of Committees.

Afternoon session, 2 p. m.

1. Opening exercises; 2. Observations on Schools in England and Scotland, Col. J. B. Simpson, Dallas; 3. Science Teaching in Elementary Schools, Mr. H. Lee Sellers, Galveston; 4. Discussion opened by Prof. W. Crow, Mineola; 5. Mathematical Studies Vindicated, Maj. J. M. Richardson, Leesburg; 6. Discussion, opened by Prof. M. H. Allis, Moulton; 7. Exhibition of Class Work, Written Arithmetic, Prof. Walter Pitts, Chappel Hill.

Night session, 8 p. m.

1. Opening exercises; 2. The Voluntary Principle, Stimulated by Denominational Spirit, the Best Reliance for Colleges and High Schools, Rev. Wm. Cary Crane, Baylor University; 3. Discussion, opened by Rev. John Collier, Mansfield; 4. State University, Hon. Ashbel Smith, Houston; 5. Discussion, opened by Prof. Keyser, Tyler.

Thursday, morning session, 8:30 o'clock.

1. Opening exercises; 2. The Spanish Language in Our Schools, Prof. Smith, Whitesboro; 3. Discussion, opened by Prof. W. C. Rote; 4. Educational Progress in the United States during the First Century, Prof. J. C. Brooks, Gainesville; 5. Discussion, opened by Prof. J. L. Miller; 6. Exhibition of Class Work in Geography, Prof. Potter, Gainesville.

Afternoon session, 2 p. m.

1. Opening exercises; 2. Spirit of The School Room, Mrs. C. Walden, Fort Worth; 3. Discussion, opened by Miss Olivia Baldwin, S. H. N. Institute; 4. The Debt of Literature to the Common School, Prof. W. H. Foute, of Houston; 5. Discussion, opened by Prof. J. R. Dean, S. H. N. Institute.

Night session, 8 p. m.

1. Opening exercises; 2. Literary Culture, Gen. L. M. Lewis; 3. Discussion, opened by Prof. W. F. Myster, Plano; 4. Art of Teaching, Dr. J. Baldwin; 5. Discussion, opened by Prof. Summerville, Denison.

Friday, morning session, 8:30 a. m.

1. Opening exercises; 2. Address, Gov. Ireland; 3. Education Without Moral Culture a Curse, Rev. Dr. R. C. Burleson, Waco University; 4. Discussion, opened by Mrs. H. C. Hobbs, Whitesboro; 5. Above continued by Rev. J. R. Malone, Dallas; 6. Exhibition of Class Work on Reading, Miss Viola Jackson, Sherman.

Afternoon session, 2 o'clock.

1. Opening exercises; 2. Election of Delegates to the National Convention; 3. Selection of a place for the Next Meeting; 4. Election of officers for the ensuing year; 5. Address, J. B. Merwin, Managing Editor *American Journal of Education*, St. Louis.

Night session.

1. Opening exercises; 2. Schools of Germany, Prof. W. L. Bingham, Marshall; 3. Civil Government, Miss Laura Malone, Dallas; 4. Discussion, opened by Prof. Johnson, Tyler; 5. School Government, Dr. E. D. Pitts; 6. Discussion, opened by Prof. W. W. James, Dallas; 7. Miscellaneous Business; 8. Religious Exercises and Adjournment.

The Board of Education of Texas have made assignments of teachers to the summer normal schools—thirty white and eight colored. Texas is the only State in the Union furnishing this number of normal schools for colored teachers. The institutes are to be opened June 2, for four weeks. The salaries of principals, \$150 each.

The Texas Treasury is certainly in a very healthful condition. Recently an inventory was taken with the following result: Cash, \$275,000; school fund bonds, \$5,000,000; university and asylum fund, \$500,000; land notes, \$3,500,000; university land notes, \$250,000. This makes a grand total in Treasury of \$12,000,000 in actual cash and valuable securities, and what other State can make so good a showing?

There was never a State more generous to the cause of education than Texas. Besides setting apart fifty millions of acres of land for public schools, which in time must create a fund sufficient to educate every child in the State, she establishes free normal schools, and then crowns the apex of an educational system with a university which is to be absolutely free.

Here every man is waited upon by the totality of surrounding conditions, and pressingly requested to show what power of will there is in him. The circumstances all invite him to do the greatest deed in his power and receive his wages therefor.

A catalogue of the Sam Houston Normal School is to be published and competitive examinations of students will be held at the times and places the summer normal schools are held, except that in districts where there are no summer schools, the directors shall themselves fix the time and place for such examinations.

The faculty for the ensuing term will be, Dr. J. Baldwin, principal; J. R. Dean, H. C. Pritchett, Mrs. A. A. Reynolds, Miss S. W. Elliott, Miss O. A. Baldwin, and H. F. Estell.

The acceptance of Dr. Mallet of the University of Virginia, Dr. Brown, formerly of Vanderbilt University, and Dr. Humphreys of Vanderbilt, of chairs in the University of Texas is officially announced. With three such eminent educators to organize this new university, it at once takes a stand among the first of our country. The endowment of the university is ample, being over 2,000,000 acres of land, and an additional income of \$25,000 a year.

At the last presidential election 9,204,428 votes were cast; being one to every 5 1-2 people in the country.

## SAFE.

A COUNTY Superintendent offered a reward of \$5.00 to any one who would correctly spell all the words in this list. About 35 teachers entered the contest, but no one won the prize. The highest number of the fifty correctly spelled by any one was 41. The greatest number of words missed by any one was 44.

We should not dare to make such an offer, for many of our subscribers are adepts in spelling, if "we" are not. Still, as these are both common and useful words, it will do no harm to try them on.

Arterialize,	Guerrilla,
Apocalypse,	Guillotine,
Apotheosis,	Gauge,
Antitypical,	Howitzer,
Axletree,	Kaleidoscope,
Baton Rouge,	Laurel,
Buenos Ayres,	Lacquer,
Butte,	Labyrinth,
Brail,	Lachrymal,
Bicycle,	Mishawaka,
Bivouac,	Masquerade,
Bologna,	Natchez,
Bronchitis,	Psychology,
Bowie-knife,	Physique,
Billious,	Portuguese,
Caisson,	Prairie du Chien,
Dyspepsia,	Rendezvous,
Euchre,	Rensselaer,
Empyreal,	Shekel,
Elecampane,	Sauerkraut,
Exchequer,	Cheyenne,
Fogginess,	San Joaquin,
Geyser,	Terre Coupee,
Ghoul,	Wassail,
Glycerine,	Ypsilanti.



## MISSOURI—OFFICIAL.

JEFFERSON CITY, May 20, 1888.

Editors American Journal of Education:

PLEASE give notice that I will conduct examinations for State Certificates, as follows:

Memphis, June 15 and 16.  
 Palmyra, June 18 and 19.  
 Bowling Green, June 21 and 22.  
 De Soto, July 9 and 10.  
 Charleston, July 12 and 13.  
 West Plains, July 16 and 17.  
 Peirce City, July 19 and 20.  
 Nevada, July 23 and 24.  
 Independence, July 25 and 26.  
 Sedalia, July 27 and 28.  
 Maryville, August 1 and 2.  
 Gallatin, August 3 and 4.  
 Carrollton, August 6 and 7.  
 Clayton, August 14 and 15.  
 Moberly, August 20 and 21.  
 Rolla, August 24 and 25.

I will address the people at the above places on the evening of the first day. Yours truly,

W. E. COLEMAN,  
 State Superintendent.

We are permitted to gather from the manuscript copy of Hon. R. D. Shannon's forthcoming able report, the following valuable data as illustrating the steady progress we have made and are still making in our system of public schools in Missouri.

These facts have been seriously questioned in the State and out of it, but they are "official," and will, we think, bear the closest scrutiny.

Omitting much of special importance for want of space, we take up the report of Dr. Shannon at the point of our

## PRESENT CONDITION.

The following interesting facts are gleaned from the reports of county clerks and county commissioners of schools. The comparisons made are with the figures given in the last published report, which was the 31st, ending in April, 1880. The present report is for the school year which ended in April, 1882:

School census (age between 5 and 20) 1882—741,632; for 1880—723,484; increase, 18,148.

Enrolled, 1882—488,091; in 1880, 482,986; increase, 5,105.

Per cent. of enrollment to enumeration, 1882,—65.81; in 1880—66.75; decrease, .94.

When we take into consideration the facts that the enumeration includes all persons in the State between the ages of six and twenty years, while the enrollment does not include any of the students attending the State University, the Normal Schools, the private and denominational schools, colleges and universities, nor the inmates of our asylums, hospitals and reformatory or penal institutions; that many of our youth

attend schools in other States, who are enumerated but not enrolled in our schools, and that thousands never attend school until arriving at the age of seven or eight years, while a still greater number commence their life work as clerks, laborers and wives, before attaining the twentieth year, it will be seen that the per cent. of enrollment is most excellent. As a matter of opinion, merely, I submit that it is not surpassed by any other State in the Union.

Those who are entitled to the privileges of the public schools are all enumerated; while the actual school age, or the period in which the people attend the public schools is nearer the limits eight and eighteen than six and twenty.

Again, the enumeration returns are always more nearly correct than are the returns of enrollment. The county clerk must have the enumeration returns of a school district or he cannot apportion any of the public school revenue to that district. But the enrollment in the schools, which the law requires to be reported to the county commissioner and not to the county clerk, is never fully reported. The school officers of a very large number of districts, every year, fail to report to the county commissioners; and it is almost certain that not a county commissioner in the State secures reports from every district in his county, unless the commissioner of Jasper county furnishes an exception.

School houses owned in 1882, 8,272; rented, 265; total, 8,537; school houses owned and rented in 1880, 8,249; increase, 28.

Seating capacity of schools, 1882, 516,942; in 1880, 499,185; increase, 27,807.

Number of schools in operation, 1882, white, 8,321; colored, 501; total, 8,822; in 1880, white, 8,149; colored, 492; total, 8,641; increase, white, 172; colored, 9; total, 181.

Number of teachers employed, 1882, 10,607; in 1880, 11,659; decrease, 1,052.

## WAGES PAID

To teachers, 1882, \$2,226,609.58; in 1880, \$2,218,637.36; increase, \$8,972.22.

Per year to each teacher, 1882, \$209.91; in 1880, 190.29; increase, \$19.62.

## Bright's Disease, Diabetes, Kidney, Liver or Urinary Diseases.

Have no fear of any of these diseases if you use Hop Bitters, as they will prevent and cure the worst cases, even when you have been made worse by some great puffed up pretended cure.

When opiates fail, then try SAMARITAN NERVINE. It's a certain cure for all nervous ailments.

Maj. Hines, Boston, writes: "Samaritan Nerve" cured me of fits." \$1.50. Druggist.

## LENGTH OF SCHOOL TERM.

HON. R. D. SHANNON makes the following favorable showing as to the increased length of the school term in Missouri:

Estimating the average length of school term at five months in the year, and it will not exceed five (it is impossible to obtain the average from the reports of the commissioners, or other sources) and the wages paid is, to teachers per month in 1882, \$41.98; in 1880, \$38.05; increase, \$3.93.

Expenditures for school purposes, 1882, \$3,468,738.67, which is a per capita on enumeration of \$4.67 7-10; on enrollment, \$7.10 6-10.

Estimated value of school property. 1882, \$7,521,695.08; in 1880, \$7,353,401.22; increase, \$168,293.86.

Assessed valuation of property (for State and county purposes) for 1882, \$560,391,848. Not reported by the commissioners of Andrew, Atchison, Cape Girardeau, Clinton, De Kalb, Henry, Holt, Laclede, Oregon, Osage, Ozark, Pike, Ripley, Scott, Shelby, Stone, Taney, Texas and Worth. Hence I was compelled to get this information partly from the State Auditor.

District tax collected, report of 1882, \$2,286,191.66, which is 41c on the \$100 of assessed valuation of property.

Not reported by De Kalb and Macon counties, and not stated in the reports of county clerks of Andrew, De Kalb, Knox, Macon or Moniteau.

Fines, forfeitures, penalties, etc., (to increase county school funds, 1882,) \$91,168.91. This is an increase of \$40,000 over the average annual collections, as reported for a number of years.

When Themistocles was taunted as being deficient in personal accomplishment, he answered, "Tis true, I never learned how to tune a harp, or play upon a lute; but I know how to raise a small and inconsiderable State to greatness and glory."

Why is our life an endless flight of winged facts or events? In splendid variety these changes come, all putting questions to the human spirit.

\*"Do not grasp at the shadow and lose the substance." Kidney-wort is able to convert you from a shadow of your former self into the substance of established health. Said a sufferer from kidney trouble, when asked to try Kidney-wort for a remedy, "I'll try it, but it will be my last dose." It cured him, and now he recommends it to all. If you have disordered kidneys don't fail to try it.

\*It is the common observation that the standard of natural health and normal activity among American women is being lowered by the influence of false ideas and habits of life, engendered by fashionable ignorance and luxurious living. It is a happy circumstance that Mrs. Lydia E. Pinkham has come to the front to instruct and cure the sufferers of her sex.

## SCHOOL OF MINES

—AND—

## METALLURGY,

Rolla, Phelps County, Mo.

—•—

(State University.)

—i—

A School of Civil and Mine Engineering, with Practical Chemistry and Metallurgy as Specialties.

—O—

The course of study extends through three years, embracing the following:

## Civil Engineering.

In this department practical work is a distinctive feature; use of instruments, land and railroad surveying, drawing, sketching, triangulation, excursions to bridges, railroad construction, &c., form the chief work of this department.

## Mine Engineering.

Exploration and attack of mineral veins and deposits, timbering and surveying of mines, hoisting, pumping, and ore concentration are discussed in detail.

## Mathematics.

In this department the aim is not alone to develop and strengthen the reasoning powers, but at the same time to secure such a familiarity with principles and processes as to enable the student to apply them to the solution of the questions that daily arise before the practical engineer, and to prepare him to read with ease the standard works of the profession. To this end special attention is devoted to the infinitesimal analysis and the method of limits in geometry and mechanics, and to the differential and integral calculus and its applications.

In the preparatory school great care is taken to secure thorough preparation in algebra and geometry, and a high grade of scholarship is required for admission to the professional courses.

## Chemistry and Metallurgy.

Provision is made in the laboratories for teaching General Chemistry, Chemical Philosophy, Industrial Chemistry, Determinative Mineralogy, Qualitative and Quantitative Analysis, and Quantitative Blowpipe Analysis. Also assaying as applied to gold, silver, lead and copper ores, by fire and volumetric methods.

The chemical laboratory is well supplied with good apparatus, assay furnaces, gas, and modern conveniences.

In Metallurgy instruction is given by lectures, with recourse to the best works on the subject; applicants for graduation are required to furnish estimates and drawings of furnaces, metallurgical machinery, etc., etc.

## Preparatory Department.

Although the School of Mines does not undertake to do the work of the common schools, a preparatory department has been established for the benefit of those who wish to prepare themselves for admission to the professional courses.

## Special work in Chemistry and Mathematics for Advanced Students.

Work in this School thoroughly practical.

Tuition in all studies for the year.....\$20 00  
 Board at Rolla per month.....\$9 00 to 15 00  
 Spring term begins Feb. 6, 1883.  
 For further information apply to

CHAS. E. WAIT, Director.

G. Z. WHITNEY, Sec'y.



## OUR PUBLIC SCHOOL FUNDS.

THIS is a vital point in the school system of this as well as of other States.

Dr. Shannon makes a very plain and lucid statement of the several funds, aggregating nearly

NINE AND A HALF MILLIONS of dollars, as follows:

The term funds, as used by the constitution and statutes means the permanent, irreducible funds set apart for the maintenance of schools. The proceeds of these funds are denominated "moneys," and are distributed annually to the school districts on the basis of enumeration, provided that a free school has been maintained in the district reporting its enumeration, for not less than three months during the previous year.

Our school funds are classified and held as follows:

The county fund, held in trust, and invested in bonds or loaned by the county courts for the benefit of all the districts of the county. The township fund, held and managed by the county court in the same way, for the benefit of the several townships to which it belongs. There are also in the custody of the courts of a few counties, small bequests to the public schools, in the form of funds. These last are styled "special funds." But the whole amount of the funds reported by county clerks as special funds does not belong in this class. Sometimes clerks report moneys that should be classed as "county funds," under the head of "special." In the table below, the foregoing are included in an aggregate, as the first item.

The State fund, proper, is held in the form of a certificate of indebtedness by the State, with the exception of a few thousand dollars not yet converted.

Seminary or University fund, held in the same manner.

On these two funds the State pays annually six per cent. interest.

Agricultural College fund, and University bonds; both funds being held by the Curators of the State University, in trust for that institution.

These funds amount to the respective sums given in the following table:

County, township and special	\$6,124,083.84
State	2,912,517.66
Seminary	122,095.08
Agricultural College	218,000.00
University Bonds	100,000.00
Total	\$9,476,696.58

A comparison with the amounts given in my 31st report will show an increase in all of these funds except the Seminary, as follows:

County, township and special	\$205,165.87
University	318,000.00
State	2,725.00

Total increase..... \$525,890.87

The \$100,000 in bonds held by the Curators have been so held for years, but were never reported to my office. So much, therefore, must be deducted from the total above given, in order to find the true increase of our public funds.

The Agricultural College fund was created by the sale of lands donated by the Congress of the United States.

The increase of the State fund arises from the fees of notaries public, under the law limiting the number in the city of St. Louis.

Missouri has, at present, the largest amount of permanent productive school funds of any State in the Union. Nor is the amount above given, \$9,476,696.58, the whole amount. The "fines, forfeitures and penalties" all belong to the county funds. I did not add the \$91,168.91 above given, for the reason that a few county clerks notified me they had included the fines, etc., as reported, in the statement of the county funds. I had no means of knowing just how much of the ninety-one thousand was thus included, and hence omitted it all from the table of funds. I feel confident it would be safe to say that three-fourths of the amount was reported only as collections, and was not included—as it should never be until the second year—in the item "amount of county fund."

Two years ago, according to State reports, Indiana was first on the list, and her school funds exceeded ours \$114,449.02. To-day Missouri surpasses Indiana and all her sister States. In this fact, at least, if not in some others affecting our school interests, we have cause for pride, and may be pardoned for boasting.

## INVESTMENT OF STATE FUND.

On January 18, 1882, I received the following communication from the State Auditor:

"SIR:—In compliance with section 7098 R. S., I have the honor herewith to notify you that there is now in the State Treasury, to the credit of the State School Fund, \$3,392.66, subject to the order of the Board of Education, for investment as provided in that section. Very respectfully,  
JOHN WALKER, State Auditor."

The thirty-first General Assembly repealed the section to which the Auditor referred, when it passed the act creating a certificate of indebtedness, and expressly repealed "all acts and parts of acts" under which the State Board of Education had power to convert any moneys which might come into the fund. Nevertheless, as president of that Board, I felt it my duty to call the Board together and submit the Auditor's communication. The act of the Legislature was read, and the Board decided it was powerless in the premises.

This money lies idle in the treas-

ury; no interest is paid on it,—as a part of the fund; it cannot be distributed to the schools, and is therefore useless. I respectfully suggest that the law of two years ago be so amended as to cause an additional certificate, bearing six per cent. interest annually, to be issued for every sum of five hundred dollars, or multiple thereof, which may come into the fund.

It seems to me that it would be wise to provide some means for the constant and regular increase of the State school fund. The income of this, and all other public school funds can be used only in the payment of teachers' wages, after services rendered. As the fund increases, the necessity for local taxation diminishes.

The "Seminary Fund," held by the State, and bearing six per cent. annual interest, is also in the form of a certificate of indebtedness.

## WHAT ARE THEY READING?

THERE are 15,000,000 of school children in the United States.

What are they reading?

The great majority live in the country, and while they have not the facilities for getting books and sensational papers enjoyed by the children in towns and cities, yet they always manage to pick up some books and papers, which they read.

The State, by virtue of its right to exist, and to perpetuate that existence, takes the child and educates it; gives it the power to write, to think and act in the capacity of a citizen, subject to law. This education, whether good or bad, at least arouses a desire for knowledge of some sort. So the child sets out in quest of information; not having been trained in regard to the character and quality of books, the flashy and sensational more easily attract attention, captivate and enlist the emotions, pander too frequently to the very lowest elements of human nature.

It is not an uncommon thing to find boys and girls who can tell something about the characters in a story, but unable to recall the author's name or the title of the book. They open the package and begin to sample it without looking at the trade-mark.

It is of the utmost importance that the child should read as an intelligent critic, and learn to balance in his own mind the subjects discussed, and place something like a proper estimate upon them.

If you have put a few or many of your pupils on the track, so that they have learned the use and value of books, and how to use them, you have done a lasting work for them and for the State.

## READING SCHOOLS.

CARLETON COLLEGE, Northfield, Minnesota. For both sexes. Four courses of study. JAS. W. STRONG, President.

ILLINOIS STATE NORMAL UNIVERSITY, for the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good, practical education. Tuition, \$25 per year. Terms begin and March 12, and Sept. 3, 1883. For particulars address Edwin C. Hewett, President, Normal, Ill. 13-10c

## Drury College, Springfield, Mo.

DEPARTMENTS.—I. College proper. II. Preparatory. III. Music. IV. Art. COURSES OF STUDY.—Classical, Scientific, Literary and Normal. Tuition and all expenses very low, advantages considered. Tuition (save in music and art) commonly free to candidates for the ministry and children of ministers. Equal advantages to ladies and gentlemen. Address, with stamp, N. J. MORRISON, D. D., President.

## EAST ILLINOIS College and Normal School. DANVILLE, ILL.

A college for the masses! Tuition, ten weeks term, \$3.00. Meals with club \$1.50 to \$2; with private families, \$2.00 to \$2.50. Furnished rooms \$2 per month to each student. Good coal \$3 per year. Text-books are rented at ten per cent. Terms begin Jan. 23, April 3, June 12, and July 17, 1883. The Normal Mirror, edited by the faculty, will give full information. Address J. V. COOMBS or A. C. HOPKINS, Danville, Ills.

## WOMAN'S MEDICAL COLLEGE OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues 22 weeks. Spring term commences about March 1, and continues 12 weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

Prof. Wm. H. Byford, A. M., M. D., Pres't. For information or announcement, address Prof. Sarah Hackett Stevenson, M. D., Sec'y.

## Evergreen City Business College

—AND—

## College of Short Hand. Bloomington, - - - Illinois. (Incorporated).

Open the entire year. College Journal and circulars free. C. E. BAKER, M. A., Pres't. W. H. MARQUAM, Sec'y. 15-6 ly

## MANUAL TRAINING SCHOOL WASHINGTON UNIVERSITY, ST. LOUIS.

The FOURTH YEAR of the School will begin SEPTEMBER 3, 1883.

One Hundred Boys will be admitted into the new class. All candidates must be at least fourteen years old on the 10th of September, and must show a good knowledge of Arithmetic, Geography, Spelling, Writing, Reading and Composition.

Candidates for the second year class must be at least 15 years old, and familiar with the first year's work.

Examinations will be both written and oral. Boys intending to present themselves are advised to master perfectly the preparatory work in place of trying to cover the work of the school.

Examinations for Admission will be held Monday, June 11th, and Friday, Sept. 7th, beginning each day at 9 a. m. Catalogues will be sent on application to C. M. WOODWARD, Director.



## ILLINOIS.

HON. HENRY RAAB, State Superintendent of Public Instruction, says:

"Our ungraded schools advance but slowly. One of the reasons for this slow advance is the want of a well-graded course of study.

Circular 3 of this Department, recently issued, presents a course of study which has been in successful operation in a number of counties, and which school directors are hereby requested to adopt as a whole, or with such modifications as circumstances may require. But a guide of some sort ought to be given to each teacher that he, as well as the board, may control his work. The advantages of a course of study are so fully set forth in Circular 3, that it is deemed unnecessary to recount them further here. Send for circular.

Necessity of keeping a

## SCHOOL REGISTER.

Your careful attention is further invited to the necessity of furnishing your teachers with properly bound registers. Sec. 53 of the school law says: 'Teachers shall keep correct daily registers of their schools, which shall exhibit the name, age and attendance of each pupil, the day of the week, and the month of the year. Said registers shall be furnished to the teachers by the school directors, and each teacher shall at the end of his term of school, return his register to the clerk of the school board of the district.'

Hold on to the efficient teachers.

The State Superintendent of Schools in Illinois says: "I find that in many counties it is customary to employ two, sometimes three teachers in the same school during the year. That this is a state of affairs which hinders the instruction and moral training of children, seems to be evident, and yet it is practiced to such an extent (between 50 and 60 per cent. of the ungraded schools changed their teachers during the school year 1881-82), and I feel in duty bound to urge school directors to retain their tried teachers for at least the entire school year."

The outcry which some comical people raise about woman's unsexing herself, and leaving the fireside for the forum and the nursery for the exchange, is mere nonsense. She is much more likely to be betrayed into such neglect of duty by the love of dress and show, or the servitude of fashion, from all of which the better education of her intellectual faculties may help to save her. Such education, however advanced, would only tend to make her more womanly, and

better fitted for the duties of daughter and mother and wife.

When you lay before the school authorities the fact that with maps, blackboards, a globe and a magnet, you can teach a whole class of twenty or thirty, more and better than you can teach a single pupil without these helps, it will be an easy matter to take the next step and convince them that true economy demands that the school shall be furnished with these things without delay.

Never feel as if you have done enough for society. Society, the State, the Commonwealth, hang over every man by night as does the firmament with all its stars by day, or as the sun traveling in the greatness of its strength is munificent in its products.

You feel as if you had done enough for society, do you? In one sound rosy day it pours more benefit upon your head than you could return in an age! How ineffably base and mean is it that men should look upon society as a thing to be despoiled, to be sheared, to be plundered; and that men should take the very power in them, which has been the result of civilization, to make their way strong, and to fill their storehouses with plunder, for merely selfish ends and selfish uses!

The vast majority of women would prefer to remain in the quiet discharge of household duties, doing their God-appointed work, which they alone can do, and upon the rightful performance of which the whole happiness of the family depends. Nor is there any danger that this will ever be otherwise. Her nature demands it, and no amount of intellectual culture or social advancement can materially change the relative position in which woman providentially stands.

There are days when the great are near us, when there is no frown on their brow, no condescension even; when they take us by the hand, and we share their thought.

His heart was as great as the world, but there was no room in it to hold the memory of a wrong.

SUBSCRIBE for the JOURNAL. Terms, \$1 per year, in advance.

Nothing so simple and perfect for coloring as the Diamond Dyes. For carpet-rags, better and cheaper than any other dye-stuff.

If You are Ruined  
In health from any cause, especially from the use of any of the thousand nostrums that promise so largely, with long fictitious testimonials, have no fear. Resort to Hop Bitters at once, and in a short time you will have the most robust and blooming health.

## Reading Schools

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OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in Civil and in Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.  
For programme, address Prof. Geo. J. BRUSH, Executive Officer, New Haven, Conn. x312-2

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Fall term begins Sept. 14th.

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Is prepared to give a superior education in Classical, Normal and Preparatory courses of study. Also in vocal and instrumental music. \$150 will pay board and tuition bills for college year. Students for the Gospel ministry and children of ministers whose whole time is given to the ministry free.

Ladies received on same terms as gentlemen. Location easy of access and noted for its healthfulness.

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J. F. COOK, LaGrange, Mo.

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E. A. HAIGHT, A. M., Kirkwood, Mo.

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—AND—

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Students may enter at any time.

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A sample copy of either book for examination, will be sent by mail on receipt of half price—or the five books for \$3 50.

The five books sent to teachers for examination for \$3 50, but only in reply to requests accompanied by the money.

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The name is not too presuming, although it belongs to a

## SUNDAY SCHOOL SONG BOOK.

Sunday Scholars like what is bright, inspiring, triumphant, and they find it here, with the sweetest of sweet music, and exceedingly good words. A good book also for the prayer or conference meeting. 35c. By Abbey and Munger.

As the Convention season is at hand, Ditson & Co. call renewed attention to their three books, of quite uncommon beauty, and well qualified to lead the bright procession of Sunday School Singers. They are:

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VOCAL ECHOES. \$1.40. Dr. W. O. Perkins.

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## KANSAS.

THE State Board of Education has already arranged for a splendid and profitable series of Normal Institutes to be given under their direction. The evening lecture ought to reach and interest the taxpayers very largely.

The teachers are sure to be interested. The people need also to be both interested and instructed.

The name first given after the dates is that of the conductor of the institute, and those which follow are the names of the instructors:

At Iola, July 9: A. S. Olin, R. C. Meade, H. B. Adams.

Sedan, July 5: O. E. Olin, T. W. Conway, Frank Willet, J. T. Bradley.

Winfield, July 2: T. Davis, A. Gridley, Jr., E. T. Trimbell.

Girard, July 9: John Randolph, C. C. Robbins, D. Hallinger.

Junction City, July 9: Robert Hay, Frankie Davis.

Abilene, July 9: O. M. Crary, R. M. White.

Troy, August 6: B. F. Niport, O. E. Allen.

Ellsworth, July 9: C. T. Picket, N. Cover.

Ottawa, July 2: E. Stanley, C. E. Seely, John Ditrich.

Eureka, July 2: Jonas M. Ross, Ella Wood.

Newton, August 6: J. W. Cooper, J. R. Campbell.

Oskaloosa, July 9: B. F. Niport, M. J. McGrew, W. H. Wason.

Mankato, August —: George W. Winans.

Oswego, August —: Jonas M. Ross, J. W. Wetmore, L. Tamlin.

Leavenworth, July 9: W. A. Evans, M. R. Van Tuyle, Mary Albright.

Lincoln, August 13: C. T. Picket, N. Cover.

Marion, August 6: L. M. Knowles, Nettie M. Turner.

McPherson, July 30: T. D. Fitzpatrick, E. M. Hals.

Beloit, August 6: B. S. Hutchins, E. C. Little.

Lyndon, July 2: J. M. Abbott, Miss M. P. Spencer.

Osborne, August 6: F. M. Draper, J. W. N. Whitcotton.

Minneapolis, July 9: A. P. Warington, J. D. McLaren, Mrs. C. M. Dow.

Larned, July 9: Jonas M. Ross, Geo. W. Winans, Viola B. Price, Lapiet Williams.

Hutchinson, July 9: W. J. Graham, S. M. Cutter.

Salina, July 9: J. W. Cooper, Emma E. Spencer, T. M. Beckey.

Wellington, July 2: M. Knowles, B. S. Hutchins.

Alma, July 9: C. Y. Roop, E. M. Donaldson.

Washington, July 30: T. A. Sawhill, C. Brown.

Yates Center, July 30: H. C. Ford, John Young.

Wyandotte, July 30: P. Sherman, Geo. E. Rose, Eva McNaly.

Reports from Kansas are wonderfully unanimous that the growing wheat is in remarkably good condition. Central Kansas correspondents agree that the prospects are very flattering. The late cold weather has been very beneficial, and the plant looks healthy and strong, promising a large yield. The acreage of corn is said to be very large, and most of it up. Pasturage is good, and the general outlook is favorable all over the State.

It is idle to believe the many reports started by interested speculators regarding the crops. Kansas will rank away up when the year's crop returns are all in.

The same tenor of reports come from all parts of Iowa, Illinois, Tennessee and Missouri.

Certainly we can afford to pay our school teachers promptly at the end of each month; and not only that, but we can afford to increase their wages, and to keep up the schools nine months in the year.

The records show that the United States are accumulating wealth at the rate of \$845,000,000 a year, and that we already rank in wealth third among the nations of the world.

Yes, we can afford to educate the children.

Our teachers, we hope, will be able not only to show the value of some more helps in the school room, in the shape of charts and maps, a magnet, blackboard, and a globe, but to set agencies and influences at work to secure these necessary things.

The elements of prosperity which invite business activity are general throughout the country. The foreign demand for our abundant crops of domestic merchandise continues, and the exports for the first quarter of the present calendar year exceed those of the same period last year \$40,744,410, while the imports for the same period have been \$10,401,248 less this year than last, causing an apparent balance in exchange of \$50,900,163 in favor of this country.

The youth in our schools must be trained to the use of books, and initiated into the technics of the various branches, and then he may be safely left to educate himself. Surrounded by the modern appliances created by the art of printing, his whole life will be a continuous university training.

## School Cabinets at a Bargain.

The only way to become acquainted with nature is to study nature herself. To this end I will sell, till August 1st, FIVE AND TEN DOLLAR CABINETS of Fossils, Minerals, Rocks, Insects, Skeletons, Birds, Fishes, Marine Invertebrates, Plants, Indian Relics, etc., on more reasonable terms than I have found elsewhere after a search of fifteen years.

## In Quality and Price I Challenge Competition.

Every collection will be selected by an experienced teacher of Natural History, and made as comprehensive and instructive as possible. All will be correctly labeled and carefully packed, and will be forwarded, as ordered, at the purchaser's expense and risk. Condensed price-list, references, etc., sent on application. S. H. TROWBRIDGE, Nat. Hist. Store, Glasgow, Mo.

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## ARKANSAS.

MR. O. V. HAYS, editor of Kellogg's *Eclectic Monthly*, is earnestly and successfully at work for a large meeting of the Arkansas State Teachers' Association, to be held at Little Rock the last of June.

He says:

"Encouraging letters have been sent by Hon. Frank T. Wise, county examiner, Pine Bluff; Prof. Leroy Bates of Texarkana; Prof. C. P. Conrad, Fayetteville; Prof. W. O. Smith, Augusta; Q. B. Poynes of Harmony, and others.

In fine, the latter part of June seems to be the time and the city of Little Rock the place of holding the next Association, which promises to be a live body of earnest teachers, who have something to do and intend to do it.

We hope others will join in the work."

Prof. Hays sent out the following queries to a great number of leading teachers and educators of the State:

"Can you attend the State Teachers' Association?

Would you read a paper?

On what subject?

Would you discuss other papers?

Do you know other teachers who might attend?

Will you urge them to do so?

Will you write occasional notices for your home papers, urging all the friends of education to attend?"

The Arkansas State Teachers' Association will convene in Little Rock June 27. Prof. Hays writes: "It will be a grand success."

The Malvern schools closed earlier than usual, this year.

Malvern Select School closed a successful term on May 23.

"Queer Queries," in the *Eclectic Monthly*, are exciting considerable attention among the pupils of different schools.

Who are making preparations for an Exposition of school work at the Association? We hope to be able to answer next month. E. L. V.

The law of the harvest is to reap more than you sow. Sow an act, and you reap a habit; sow a habit, and you reap a character; sow a character, and you reap a destiny.

Good teachers, who can organize schools and unite the people, and show results, are more and more in demand. School keepers are not wanted now-a-days.

**HORSFORD'S ACID PHOSPHATE**  
For Nervousness, Indigestion, etc.  
Send to the Rumford Chemical Works  
Providence, R. I., for pamphlet. Mailed free.

OCCASIONALLY, those who are entitled to a copy of the *American Journal of Education*, fail to receive it.

In so large a list as we mail, errors sometimes occur, in spite of the most careful management.

If those who fail to receive a copy promptly will kindly notify us by postal card, we shall be glad to correct errors, and to duplicate the numbers you have not received.

We want every person entitled to the JOURNAL to get it regularly and promptly, and if our friends who fail to receive it thus will let us know, we shall feel under obligations to them. It shall be sent!

## A TRUE STORY.

FOR the boys and the girls, too. A story, in fact, to be remembered by all:

"During a time of famine in France, a rich man invited twenty of the poor children in the town to his house, and said to them: 'In this basket is a loaf for each one of you; take it: come back every day at this hour till God sends us better times.'

The children, seizing the basket, wrangled and fought for the bread. Each wished to get the largest loaf, and at last went away without thanking their friend. Francesca alone, a poor but neatly-dressed girl, stood modestly apart, took the smallest loaf which was left in the basket, gracefully kissed the gentleman's hand, and went away to her home in a quiet and becoming manner.

On the following day the children were equally ill-behaved, and Francesca this time received a loaf that was scarcely half the size of the others. But when she got home, her sick mother cut the loaf, and there fell out of it a number of bright silver coins.

The mother was alarmed, and said: 'Take back the money this instant, for it has no doubt got into the bread by some mistake.'

Francesca carried it back; but the benevolent gentleman declined to receive it.

'No, no,' said he; 'it was no mistake. I had the money baked in the smallest loaf simply as a reward for you, my good child. Always continue thus contented, peaceable and unassuming. The person who prefers to remain contented with the smallest loaf rather than quarrel for the larger one, will find throughout life blessings in this course of action still more valuable than the money which was baked in your loaf of bread.'

## "BUCHU-PAIBA."

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In the Undergraduate Departments, comprising the College and Polytechnic School, all facilities for the best education, Library, Apparatus, Laboratories, Assay Rooms, Gymnasium, &c, are adequately supplied. All undergraduates have free admission to work-shop instruction in Manual Training School.

Good board, with lodging, including fire and light, can be obtained at Mrs. Wolfe's, 1014 N. Nineteenth Street, and at other equally convenient places, for \$20 per month and upward.

A dining room or private restaurant has been opened by Mrs. Eaton, at No. 1725 Washington Avenue (one block from the University and Law Buildings), where full board can be obtained at \$8 per week, and single meals at proportionate rates.

For conditions of admission, or further information, apply to the officers named above.

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## SUMMER SCHOOL OF ELOCUTION.

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It is a fresh, bright and entertaining work.

It contains a variety of pieces, adapting it to every occasion.

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It contains a brief, practical and comprehensive course of elementary instruction.

It has large, clear, and beautiful type, rendering it attractive in appearance and helpful to the eye-sight.

It retains the best of standard favorites among the old songs, and introduces new ones of great merit.

## THE WAVELET,

An abridgement of the "Song Wave," containing the easier portion of the music in the latter, and especially adapted to use in primary and intermediate schools. Price of Song Wave, 80c; to teachers, sample copy, 60c. Price of Wavelet, 40c; sample copy to teachers, 30c.

D. APPLETON & CO., Publishers, New York, Boston, Chicago, San Francisco.

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In both Vocal and Instrumental Music and Voice Building. Send to  
MANAGER, Rolla, Phelps County, Missouri, for Circular.

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Thorough and systematic culture in Voice, Enunciation and Action, with their application to Conversation, Reading, Recitation and Oratory. Chartered March, 1875. Grants Diplomas and confers Degrees. Spring term begins April 8. SUMMER TERM of 6 weeks at Coburg, Canada, July 2. Coburg is delightfully situated on the north shore of Lake Ontario. This term combines Recreation and Study. Fall term opens Oct. 1. For further information send for catalogue to secretary.

## LADIES' FANCY WORK.

A BOOK of Instruction and Patterns for Artistic Needle Work, Kensington, Embroidery, directions for making numerous kinds of Crochet and Knitted Work, patterns for Hand Bag, Tidy, Mat, Oak-leaf Lace, Piano Cover, etc. Tells how to make South Kensington, Outline, Persian, Tent, Star, Satin and Feather Stitches, etc. Price 25 cents.

A BOOK of 100 Cross Stitch Patterns for Worked work, etc. Borders, Corners, Flowers, Birds, Animals, Pansies, Stork, Deer, Elephant, Comic Designs, 8 alphabets, etc. Price, 25c; 4 tidy patterns, 10c. Special Offer—All for 18c stamps. J. F. INGALLS, Lynn, Mass.

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Makes a shaded mark of two colors at a single stroke. Sample set of 3 sizes by mail, \$1. Circular and sample writing free. J. W. STOKES, E. Milan, O.



## MISSISSIPPI

### American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in Mississippi, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

### MISSISSIPPI.

THE State University and the Public Schools of Mississippi are growing faster than ever before, and in fact the whole State feels the influence of the new and larger prosperity throughout its whole length and breadth.

In many of the leading towns school terms have been extended to six, eight and nine months.

In Columbus the public schools for both white and colored children are continued nine months of each year. The school buildings for the white children are built of brick and beautifully located in the centre of the city. They are furnished with patent gothic desks, maps, globes, charts, and all the modern appliances; contiguous to the buildings are ample and well-shaded play grounds, the property of the school.

The colored school buildings are commodious, comfortable, well furnished, and conveniently located.

These schools are properly graded and fully up in all the improved and most advanced methods of teaching. Besides the ordinary English course, the languages and higher mathematics are taught, when desired, free of charge. They are in high favor with all classes of citizens, and are readily supported by our city authorities.

The finances of these schools are in a most healthful condition, being entirely out of debt; teachers are paid their salaries promptly at the end of each month.

They have a permanent annual income from the sixteenth section loan, which, together with the State fund,

poll tax and a small amount, not exceeding three mills on the dollar, raised by taxation, enables the city to continue them nine months each year on a cash basis, and from time to time to erect such additional buildings as the growth of the city demands.

There are men of whom people speak thus: "You can never tell him anything. Oh, yes, he knew that; he always knew that." It is astonishing to see what monumental knowledge there is in men who are fools!

"Seest thou a man wise in his own conceit? There is more hope of a fool than of him!"

It is a royal thing for a man to draw an arch over the age in which he lives, down out of which shall drop benefactions on generations yet to come.

### Recent Literature.

#### Books Received.

"New Elocution and Vocal Culture." By Robert Kidd, A. M. 504 pages. Introduction price, \$1. Van Antwerp, Bragg & Co., Cincinnati and New York.

"Extempore Speech." By Rev. William Pittinger. 276 pages. \$1.50. Nat. School of Elocution and Oratory Publishers, Philadelphia.

"Spanish Grammar." By W. J. Knapp. 486 pages. Ginn, Heath & Co., Boston.

"French Syntax." By James A. Harrison. 604 pages. John E. Potter & Co., Philadelphia.

"How to Write." By W. B. Powell, A. M. 239 pages. Introductory price, 60 cents. Cowperthwait & Co., Philadelphia.

"Hand Book of Civil Government." By Thomas D. Suplee, A. M. 229 pages. Examination price, 67 cents. Eldridge & Bro., Philadelphia.

"New Method of Learning the French Language." By F. Berger. 135 pages. D. Appleton & Co., New York.

"The American Citizen's Manual; Part II: The Functions of Governments [State and Federal]." By Worthington C. Ford. \$1. G. P. Putnam's Sons, New York.

"Pure Delight." A collection of Songs and Services for day and Sunday Schools. John Church & Co., Cincinnati.

"Political Economy." By John M. Gregory, LL. D., Ex-President Illinois Industrial University and former Supt. of Public Instruction of Michigan. 396 pages. Introductory price, \$1. Van Antwerp, Bragg & Co., Cincinnati and New York.

"Graphic Algebra." By Phillips and Beebe, Assistant Professors of Mathematics in Yale College. 156 pages. Henry Holt & Co., New York.

Messrs. Houghton, Mifflin & Co., Boston, have just issued the initial numbers of their "Riverside Literature Series." No. I. Evangeline, by Longfellow, with a biographical and historical sketch and notes. Price, 15c. No. 4. Snow Bound and Among the Hills, by Whittier, with notes. Price, 15c.

These charming books are suitably adapted to school use, and are also very desirable for home reading, being of such convenient size. The printing and binding is admirably executed.

Current magazines for June have been received as follows:

Century, Atlantic, Lippincott, Popular Science Monthly, North American Review,

Wide Awake, St. Nicholas, Magazine of Art, Littel's Living Age, Art Amateur.

KIDDLE, H., and Schem, Alex. J., editors. The cyclopedia of education; dictionary of information for the use of teachers, school officers, parents and others. Third edition with appendix. N. Y., Steiger, O. \$5; pap., uncut edges, \$4 [also in 4 divisions at \$1 each]; leather, \$6.

The present edition has an appendix of ten pages giving the latest educational statistics to 1881.

BLAKE, Mrs. Lillie Devereux. Woman's place to-day: four lectures in reply to the Lenten lectures on Woman, by Rev. Morgan Dix, D.D. N. Y., John W. Lovell Co. 1883. 173 pp. a flex cloth, 50c; paper, 25c.

These lectures, four in number, are entitled: Woman in Paganism and Christianity; Home; The cause of divorce; Woman's true mission. They are not only witty and entertaining, but present an array of facts on the other side, well worthy the perusal of all thinking, progressive persons.

HAWES, Rev. H. R. American humorists. N. Y. Funk & Wagnalls. D. Standard lib. paper; 15c.

Popularly written lectures on Washington Irving, Oliver Wendell Holmes, James Russell Lowell, Artemus Ward, Mark Twain, and Beet Harte.

The June number of the "North American Review" opens with an article by Joseph Nimmo, Jr., Chief of the Treasury Bureau of Statistics, on American Manufacturing Interests, in which is given a singularly full and instructive historical sketch of the rise and progress of manufactures in the United States, together with a very effective presentation of their present condition, and of the agency of tariff legislation in promoting diversified industries and encouraging the inventive genius of the people.

D. C. Gilman, President of Johns Hopkins University, writes of the Present Aspects of College Training, as affected by the increase of wealth and luxury, the development of natural science, and the influence of a larger religious liberty. Edward Self presents some weighty considerations on the Abuse of Citizenship.

There is a symposium on The Moral Influence of the Drama, the participants being, on the one side, Rev. Dr. J. M. Buckley, well known as an opponent of the stage, and on the other, John Gilbert the actor, A. M. Palmer theatrical manager, and William Winter dramatic critic. 50 cents a number; \$5 a year. Published at 30 Lafayette Place, New York.

PURE DELIGHT is the pleasant title of a new Sunday School song book, by George F. Root and C. C. Case, just issued by John Church & Co., Cincinnati, Ohio.

Dr. Root has always been popular as a writer of songs which touch the hearts of the masses, and is a thoroughly educated and highly cultivated musician. Millions have sung, and millions more will sing his quaint Shining Shore, his simple but chaste When He cometh to make up His jewels, his stirring Battle Cry of Freedom, and many others which bubbled from the living fountain of his heart. It is well printed on good paper, well bound, well named, and well edited. 192 pages, cloth; price \$30 per hundred.

THE literary department of the "Publishers' Weekly," F. Leypoldt, Editor, includes comprehensive intelligence as to books forthcoming and publishing movements at home and abroad, gathered with the aid of representatives in other cities; editorial discussions on book and trade subjects, as copyright, postal questions, book production and manufacture, etc; original contributions and representative extracts on like topics; topical cues or references to bibliographical sources or courses of reading and study; journalistic notes; business notes; literary and trade notes, etc.

THE "Art Amateur" for June contains the usual profusion of charming designs for china

painting, including pansies for a plaque, cherry blossoms for a panel, honeysuckle for a vase, and columbine for a desert plate.

The correspondence columns and "My note book" are specially full and valuable, and the number in general is a worthy beginning of the fifth year. Price 35c; per annum, \$4. Montague Marks publisher, 23 Union Square, New York.

SHOPPELL'S PRESS ENGRAVING CO. [R. W. Shoppell], 24 Beekman street, N. Y., send us the first number of a new periodical entitled "The Biographer," which will give short sketches of eminent persons that are the subjects of present public interest, accompanied by reproductions of the best and latest photographs procurable. The present number contains 64 pages, and if they continue so large, subscribers will have a goodly gallery of portraits before the year is over, as it is intended to publish it as a monthly. The sketches of R. Worthington and George Munro, accompanied by good likenesses, will no doubt be of interest to the trade.

ROHRER'S BOOK-KEEPING, published by W. J. Gilbert, 209 North Fourth Street, St. Louis, is meeting with well-deserved success. It is strongly endorsed by our leading educators throughout the South and West.

The books are practical and to the point no superfluous matter being used in them.

One great advantage in using Rohrer's Book-Keeping is that no specially gotten up blank books are necessary. Every pupil or teacher can procure books properly ruled, at their nearest book or stationery store.

### SPECIAL NOTICES.

#### SHORT-HAND.

The summer term of the University School of Short-hand opens Thursday, June 21, and continues twelve weeks. Full course in type writing, and the theory of the reporting style will be given. Tuition for short-hand, \$20. Instruction also given by mail. Specimen lessons free on trial. Address Eldon Moran, Iowa City, Iowa.

MR. S. H. KNIGHT, of the CHICAGO & ALTON RAILROAD will, as usual, take the best kind of care of the crowds who go to the thousand and one attractive points in Wisconsin. "The Dells," "Devil's Lake," and other celebrated lakes without devils.

Of the Chicago & Alton and its splendid equipment no word need be said. Close connections are made, in same depot, with the Chicago & Milwaukee Railroad, and thence on north and northwest.

Send to Mr. Knight and get a book with full descriptions of these attractive routes and places.

THE O. & M. RAILWAY's Summer schedule of time is the best all round ever offered the traveling public from St. Louis. Palace sleeping and drawing-room cars are run from St. Louis without change to cities named below, and the following remarkable time is regularly made: St. Louis to Louisville in ten hours, to Cincinnati in ten hours, New York in thirty-eight hours, Baltimore in thirty-one hours, Washington in 30 hours.

How few materials are yet used by us. The mass of creatures, of qualities and of wealth, are still hid from the unlearned.



**EWING COLLEGE.**—Hon. R. W. Townshend of Shawneetown, Illinois, delivers the address to the graduating class of Ewing College, on Thursday, June 7.

**A. S. BARNES & Co. of New York,** tell on our last page, who publish "the best text-books," and Mr. James Brown, the newly appointed agent of this house, with headquarters in St. Louis, will be glad to give any further information desired. Write to A. S. Barnes & Co. of New York, or James Brown, St. Louis, and see if you do not hear something to your advantage.

We are rather proud of that proposition made to our Western young men by that most eminent and successful educator, Dr. E. R. Humphreys. Our friends, too, will thank us for putting them on the track of a successful entrance to Harvard, Oxford and Cambridge universities.

Consult the facts as presented by E. R. Humphreys, LL.D.

**St. Louis to Boston and New York via Wabash Route.**

Eastern Express, leaving St. Louis Union Depot daily at 6:40 p. m., has Pullman sleeping cars through to Boston and New York. Remember that the Wabash is the only line running sleeping cars—St. Louis to Boston—without change. For tickets and sleeping car accommodations, call at Grand Union Ticket Office, 120 N. Fourth Street, corner of Pine.

ADVERTISERS report frequently that teachers and others have found good things in that department of this journal, and what is better, the teachers say so plainly, in ordering goods.

**JOHN W. MASS, G. P. A. of the L. & N.** is always on the alert for business for the line he so ably represents.

He is prepared to make the best of terms for excursions to

#### QUEEN'S LAKE.

The season was inaugurated the other day by a special train of teachers from St. Louis, who had a most

delightful time. Miss Susie E. Blow writes as follows:

ST. LOUIS, May 24.

**JOHN W. MASS, Esq.**—Dear Sir: On behalf of the kindergarten teachers, as well as for myself, permit me to thank you for the great care with which you made every arrangement for our comfort. May I ask you also to kindly convey our thanks to Superintendent Montgomery? Respectfully,

SUSIE E. BLOW.

Single cars or extra trains will be run at low rates. You cross the great bridge, wind round among the bluffs to Belleville, and then run over one of the most productive sections of land the sun shines upon, reaching Queen's Lake before 10 a. m., and returning, arrive in the city early.

The through sleepers on this line to Louisville and Nashville, should also be mentioned.

THE St. Louis & Cairo Short Line present some new features in their advertisement in this issue of the JOURNAL. Those who travel South, or who have freight to send to the South or Southwest, will find some-

thing of special value in this advertisement.

**MR. C. B. KINNAN**, so long identified with the Gould Southwestern System, has been secured to represent the Louisville, Evansville & St. Louis Railway. He will be glad to see his friends at 114 N. Fourth St., St. Louis. Mr. Kinnan will issue cheap excursion tickets via this line to White Sulphur Springs, Warm Springs, Staunton, Old Point Comfort, and other famous resorts of Virginia. Lowest rates offered to New York, Boston, and other Eastern points, also.

We call attention to the "Perfect Pencil Sharpener," advertised in this issue by Geo. Frost & Co., 287 Devonshire Street, Boston. It is indeed well named, for having used it we pronounce it "perfect." It does not waste the pencil, as there has been lately added a stop which prevents it from being over sharpened. Every pupil should be supplied with one.

Send for sample, and directions how to use them.

The Oldest Establishment of the kind West of the Mississippi River.

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Supplies GOOD TEACHERS of every grade to COLLEGES, SCHOOLS AND FAMILIES FREE OF CHARGE.

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A teacher of many years' experience, gives personal attention to the selection of teachers for all who desire them. Positions for all GOOD TEACHERS. APPLY EARLY.

ST. LOUIS REFERENCES.—J. B. Merwin, Editor *American Journal of Education*; Hon. E. H. Long, Supt. City Schools; Rev. W. G. Eliot, D. D., Chancellor Washington University; Rev. R. J. Meyer, S. J., President St. Louis University; Hon. Nathan Cole, Ex-Mayor, late M. C.; Hon. N. C. Hudson, Collector of St. Louis.

Address C. H. EVANS & CO., 706 Chestnut Street, St. Louis.

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The most effective external Remedy extant for the cure of Skin Diseases and for Beautifying the Complexion.

CAUTION. There are counterfeits!

Ask for GLENN'S Sulphur Soap, and see that the name of C. N. CRITTENTON is on each packet. Sold by druggists, 25 cts.; three cakes 60 cts., and

#### Mailed to Any Address

on receipt of price and 5 cents extra per cake, by C. N. CRITTENTON, Propr., 115 Fulton St., New York.

**36 Teachers Wanted** American Teachers' Bureau, St. Louis.

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**CATARRH** To any suffering with Catarrh or Bronchitis who earnestly desire relief, I can furnish a means of Permanent and Positive Cure. A Home Treatment. No charge for consultation by mail. Valuable Treatise Free. Certificates from Doctors, Lawyers, Ministers, Businessmen. Address Rev. T. P. CHILDS, Troy, Ohio.

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After a thorough trial of more than fifteen years, has been adopted and re-adopted for use by the Board of Education in St. Louis and other leading cities. Also Globes, Maps, Charts, Apparatus, Blackboards, Erasers, Liquid Slating—everything for Schools. For Circulars and Specimen Copy of the *American Journal of Education*, Address, **J. B. MERWIN, 704 Chestnut St., ST. LOUIS, MO.**

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**\$50** In cash prizes for Stories, paid by the Farmers' Companion and Prize Monthly, Marlboro, Mass. Large pay to canvassers for new subscribers. Male and female teachers can make more money working for us during their vacation, than they do while teaching school.

### The School Herald Extra.

For September, 1881.

Contains questions and answers on the History of the World for 1881-82; also an appendix, "How to teach Current History." "Essays in Current History," with two examples from the narrative of the Egyptian War. Illustrated by four maps, representing the Grecian boundary, the scene of the recent Herzegovinian War, the Lena delta and the delta of the Nile. Upward of 20,000 of the first edition of this work were sold for use at the summer institutes. The second edition is enlarged and adapted more especially to school use, to introduce the important study of the History of To-day. As a brief record of the year, to be kept for future reference, it is invaluable.

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Single copy.....\$0.06 | 50 copies.....\$1.25  
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Of both sexes, and all others who wish Profitable Employment during the summer months, should not fail to send their address on a postal to Johns & Ordway, Peoria, Ill. We manufacture our own goods, hence can give you the jobber and general agent's profit.

**Attention, Book Buyers! Big Pay to Agents!** **TEACHERS,** Engineers, Mechanic, Mill Owners, Manufacturers, Miners, merchants, Farmers, etc., will find in "Moore's Universal Assistant and Complete Mechanic," a work containing 1014 pages, 600 engravings, 461 tables, and over 1,000,000 industrial facts, calculations, processes, secrets, rules, etc., of rare utility in 350 trades. A \$5 book free by mail for \$2.50, worth its weight in gold to any mechanic, farmer or business man. Agents Wanted—to whom we give 50 per cent. discount. Sure sale everywhere for all time. One agent reports \$157.50 earned in 6 days. Another has paid for two farms. For 14 page illustrated descriptive circular and full particulars, or for copies of the book send to J. S. Ogilvie & Co., publishers, 31 Rese Street, New York.

**THIS PAPER** may be found on file at Geo. F. Howells & Co's Newspaper Advertising Bureau 110 Spruce Street, where advertising contracts may be made for it in **NEW YORK.**



### JUST PUBLISHED: EXTEMPORE SPEECH:

How to Acquire and Practice it.

By Rev. WM. FITTINGER, author of "Oratory."

A TIMELY WORK ON A VITAL TOPIC.

This new book deals with a subject of deep interest to all who have occasion to speak in public. It therefore appeals to all who have plans to present and opinions to express upon current questions, and who desire to so marshal their thoughts and words as to carry conviction to the minds of their hearers and advance the cause advocated by the speaker.

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Cor. Madison ave. and South Pearl street,  
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## CHASE PIANOS

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Offers an \$85 gold watch as a prize to the best student at Summer term beginning June 25. Can be seen at Jaccard's, 5th and Olive. Youths of 12 acquire short-hand easily. As a mental discipline the study of short-hand is unequalled.

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Done in the Best Style of the Art and at Reasonable Rates. Orders Solicited. Send for estimates on Catalogues and Pamphlet work before contracting elsewhere.

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Agents wanted to canvass for "Switzer's Illustrated History of Missouri." The best out. Liberal terms to teachers. Address  
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Estimates of cost of any kind of Printing or Binding furnished with pleasure. All work entrusted to us will be promptly and neatly done, at lowest rates, and shipped to any part of the country.

### A CORRECTION.

J. B. MERWIN, Managing Editor American Journal of Education:

DEAR SIR: Your *Journal of Education* occupies a prominent place in our school library, and occasionally points are presented for discussion. In the December number, page 12, a list of difficult words occurs, and has been submitted to us as a test. If you have not intended the words as a "catch," we beg leave to point out four errors, taking Webster's Unabridged as standard authority. Find enclosed the original list with corrections attached. We have not included daguerreotype, because it corresponds with Webster, but we have noticed in Worcester's New Pronouncing Spelling Book that the final e in the second syllable is dropped. We see no good reason for this, as the word is derived from the proper name Daguerre, and Webster retains the e. Very respectfully,

DOLLY B. PFISTER,

ANNIE L. MOORE,

Reps. Class 1, District No. 1, St. Louis County.

[We do not put such a thing as a "catch" in this journal at all. We do not believe in such things. Our friends will accept our thanks for calling attention to the errors.—Ed.]

#### LIST OF WORDS AS CORRECTED,

Republished from the December number of this journal:

Railery,	Emanate,
Caribbean,	Repellent,
Hemorrhage,	Transcendent,
Collectible,	Resurrection,
Singeing,	Resistible,
Rensselaer,	Salable,
Surcingle,	Incorrigible,
Caterpillar,	Benefited,
Indispensable,	Gauging,
Discernible,	Sadducee,
Chargeable,	Tyrannize,
Ostentatious,	Sibylline,
Onerous,	Daguerreotype,
Deleble,	Idiosyncrasy,
Indelible,	Galilean,
Moneys,	Supersede,
Analyze,	Ecstasy.

There is no culture worthy of the name which does not include with the acquisition of knowledge, the development of the moral nature, the strengthening of the love of right, and the hatred of wrong.

"With wisdom and uprightness," says Huxley, "a nation can make its way worthily; and beauty will follow in the footsteps of the two, even if she be not specially invited."

Besides the general infusion of wit to heighten civility, the direct splendor of intellectual power is ever welcome in fine society, as the costliest addition to its rule and its credit.

### A NOTED BUT UNTITLED WOMAN.

(From the Boston Globe.)



Mrs. Editors—

The above is a good likeness of Mrs. Lydia E. Pinkham, of Lynn, Mass., who above all other human beings may be truthfully called the "Dear Friend of Woman," as some of her correspondents love to call her. She is zealously devoted to her work, which is the outcome of a life-story, and is obliged to keep six lady assistants, to help her answer the large correspondence which daily pours in upon her, each bearing its special burden of suffering, or joy at release from it. Her Vegetable Compound is a medicine for good and not evil purposes. I have personally investigated it and am satisfied of the truth of this.

On account of its proven merits, it is recommended and prescribed by the best physicians in the country. One says: "It works like a charm and saves much pain. It will cure entirely the worst form of falling of the uterus, Leucorrhoea, irregular and painful menstruation, all Ovarian Troubles, Inflammation and Ulceration, Floodings, all Displacements and the consequent spinal weakness, and is especially adapted to the Change of Life."

It permeates every portion of the system, and gives new life and vigor. It removes fatness, flatulency, destroys all craving for stimulants, and relieves weakness of the stomach. It cures Bloating, Headaches, Nervous Prostration, General Debility, Sleeplessness, Depression and Indigestion. That feeling of bearing down, causing pain, weight and backache, is always permanently cured by its use. It will at all times, and under all circumstances, act in harmony with the law that governs the female system.

It costs only \$1. per bottle or six for \$5, and is sold by druggists. Any advice required as to special cases, and the names of many who have been restored to perfect health by the use of the Vegetable Compound, can be obtained by addressing Mrs. P., with stamp for reply, at her home in Lynn, Mass.

For Kidney Complaint of either sex this compound is unsurpassed as abundant testimonials show.

"Mrs. Pinkham's Liver Pills," says one writer, "are the best in the world for the cure of Constipation, Biliousness and Torpidity of the liver. Her Blood Purifier works wonders in its special line and bids fair to equal the Compound in its popularity."

All must respect her as an Angel of Mercy whose sole ambition is to do good to others.

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for all diseases of the Kidneys and  
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Get it if you have either of these troubles.

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Having been frequently solicited to manufacture a piano as strong in structure and as sweet in tone as our higher priced American Piano, we have prepared to meet that demand with a 7-1-3 octave piano, plain case, heavy bottom moulding, strong frame, overstrung bass, carvings and lyre, etc., fully warranted for 6 years. When two are taken, \$330. Send money by express, postal order or registered letter to

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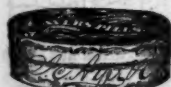
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"Try all things; hold fast to what is good!"

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STATIONS	Train 1, Daily except Sunday	Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.
Leave Chicago.....	8.40 a. m.	8.30 p. m.
Arrive Effingham.....	4.40 p. m.	3.35 a. m.
Arrive Odessa.....	7.10 p. m.	5.45 a. m.
Arrive Centralia.....	7.35 p. m.	6.10 a. m.
Leave Centralia.....	7.05 p. m.	6.15 a. m.
Arrive Cairo.....	4.05 a. m.	10.50 a. m.
Arrive Martin.....	7.40 a. m.	1.25 p. m.
Leave Martin.....	10.40 a. m.	10.15 p. m.
Arrive Nashville.....	7.30 p. m.	10.00 a. m.
Arrive Milan.....	9.10 a. m.	2.45 p. m.
Leave Milan.....	12.55 p. m.	3.30 p. m.
Arrive Memphis.....	4.15 p. m.	6.15 a. m.
Arrive Jackson, Tenn.....	10.40 a. m.	4.00 p. m.
Leave Jackson, Tenn.....	10.45 a. m.	.....
Arrive Mobile, Ala.....	1.50 a. m.	.....
Arrive Gr. Junction.....	12.45 p. m.	6.00 p. m.
Leave Gr. Junction.....	6.22 p. m.	6.22 p. m.
Arrive Memphis.....	8.20 p. m.	8.30 p. m.
Arrive Jackson, Miss.....	10.45 p. m.	3.31 a. m.
Leave Jackson, Miss.....	5.40 a. m.	5.40 a. m.
Arrive Vicksburg.....	8.00 a. m.	8.00 a. m.
Arrive New Orleans.....	7.15 a. m.	11.00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (39½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:30 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:30 p. m.

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General Passenger Agent.

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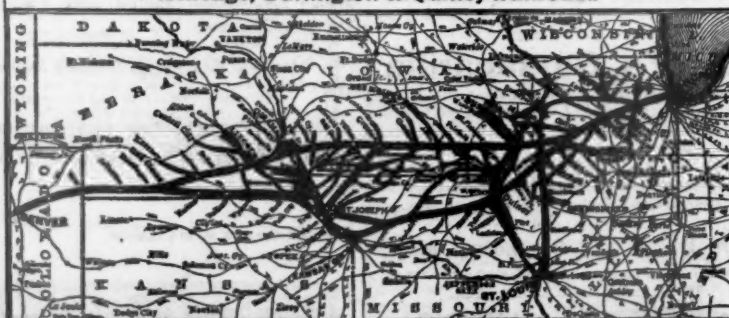
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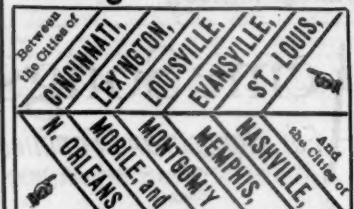
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